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6.4 Seek federal, state, and foundation funding, including Hispanic Serving Institution grants
6.5 Generate revenue or reduce costs by more efficient use of physical resources.
6.6 Pursue activities on renewable energy and sustainable resource management that generate income or reduce costs

Compiled by the Office of Student Services
October 2012
Mission

Napa Valley College engages its students in high quality programs and services that promote learning and personal growth; enhance academic success and workforce development; and prepare life-long learners for their roles in a diverse, dynamic, and interdependent world.

Values

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model, and encourage

- student success
- honesty
- creativity
- integrity
- adaptability
- inclusivity
- responsibility
- openness to new ideas
- respect for others
- health and wellness

Student Learning Outcomes

Upon completion of an organized program of study, students will be able to

1. Communicate ideas clearly and concisely in written, oral, and other forms, using a variety of complementary media.
2. Acquire and critically evaluate information, solve complex problems, and make informed decisions.
3. Demonstrate interpersonal skills by collaborating and working effectively with people from diverse backgrounds while respecting their viewpoints.
4. Set goals and develop a plan to achieve those goals.
5. Acquire the knowledge, skills, and abilities that are specific to a discipline or career and adapt to an ever-changing workforce by managing their own learning.
6. Act responsibly and ethically as community members, with an understanding of local, national, and global issues.

Approved by the Board of Trustees November 13, 2008
Goal 1: Community Awareness of and Access to the College

Napa Valley College will continue to provide for the needs of the communities in the region. In order to achieve this goal, the college will promote early awareness of college as a viable option, remove barriers to access and student success, provide innovative programs and outreach to growing populations, support diversity and inclusivity, and streamline the student-centered enrollment process.

STRATEGY
1.1 Provide early awareness of Napa Valley College as an option and underscore the need for K-12 students and parents to prepare for college success.

Activities/Measures
1.1.1 Promote the college through activities including outreach, general branding, local media work, development of collateral materials, general college awareness, and events and activities that promote specific programs.

- Community Relations focuses on weekly local media work which results in free publicity for the college. The general college brochure was updated and is also now posted electronically on the college website. A new college virtual tour was developed and is posted on the website.
- The college was represented with two pages in the County Office of Education community tab newspaper insert, “Back to School in Napa County.”
- A 70th anniversary logo was developed to stress the college’s stability and long service to the community.
- The Office of Student Services organized in collaboration with the Career Technical Education Program the successful 7th Annual High School Breakfast in the spring semester titled Navigating Through Change: Focusing on the Needs of High School Graduates. The Division Chair of Counseling was the MC of the event and served on the planning subcommittee. Thirty six high school representatives from 13 schools in our outreach area attended the breakfast.
- The Associate Dean of Admissions and Records participated in planning the annual High School Counselor Breakfast providing registration calendars and information about admissions process to high school counselors and administrators.
- The Associate Dean of Admissions and Records, the Vice President of Student Services and the Division Chair of Counseling visited Napa County high school campuses to provide information to high school administrators.
- Participated in high school Mega-Orientation providing assessment and orientation to graduating high school seniors.
- Provided campus tours and information to high school students and parents through the Welcome Center.
- EOPS, Educational Talent Search, and Napa County Migrant Education sponsored the 28th Annual Latino Youth Leadership Conference for middle and high school students, and parents on March 24th.
- FA/EO held regular office hours at Napa county high schools for EOPS outreach and college awareness to all attending students.
- The Educational Talent Search Program provided two workshops in Spanish regarding students’ options after high school for the P-16 Council’s Success After High School Conference on April 14th.
- The Educational Talent Search Program in collaboration with the NVC Career Technical Education Program, and the Napa County Office of Education, coordinated the Annual Middle School Career Exploration Day on May 11th at Napa Valley College.
- The Educational Talent Search Program provided the workshop ‘Preparing for transitions: Middle School to High School’, to the students of the FAMN 889 class in Calistoga. This class is a partnership between the UVC-NVC and the Calistoga Family Center.
- Faculty in the Biology department have been working with the principal of Bel Aire Elementary School to formalize the partnership to ensure that it continues to grow.
- Biology has conducted many outreach activities with the 4th grade at Bel Aire Elementary School. This school is predominantly Hispanic, (76%) and is part of the Primary Years Program of the International
Baccalaureate Organization (IBO). Last year faculty from Biology, Engineering, and the Learning Resource Center has done the following outreach programs:

- Heart anatomy using sheep hearts (S Burns)
- Brain anatomy using sheep brains and models (S Burns and B Ridell)
- How the brain learns, memory and learning styles (S Burns and R Scott)
- Energy (S Burns and A Castro)
- Metric System (S Burns)

- Faculty is the Biology department visits and collaborates with local high schools (Napa, Vintage, American Canyon, and New Technology) to promote our program/classes. In addition, they participate on several events aimed promoting college awareness. Some of these events include:
  - Fall and Spring MESA Science Fair
  - Solar Technologies Presentations and Demonstrations at local high schools
  - Earth Day
  - Latino Youth Leadership Conference
  - Engineering Day at the San Francisco Exploratorium

- The Athletic Department Director gave a presentation to parents, counselors, and athletes at the Napa Unified School District College Night on NCAA Eligibility. The Athletic Department Coaches communicate with writers concerning outcomes of events (e.g., the Storm Classic Golf Tournament, and the Athletic Hall of Fame) and feature articles. In addition the Athletic director communicates with print media and radio concerning these events.

- The Upper Valley Campus (UVC) participated in several outreach activities: St. Helena Cheers events (October, May and June), also hosted Career day tours (St. Helena HS, Vintage HS and New Tech), annual talk/demo at Robert Louis Stevenson Middle School, Participation on Monrovia Committee, Dia de Los Muertos, and Calistoga Family Center Family/Community Night

- All members of the Chemistry faculty have attended the MESA Fairs on campus in order to promote Chemistry, MESA, and the Science, Math, and Engineering Division. In addition, the Chemistry faculty have been invited guests at the U.C Davis SACNAS event “An Evening with Professionals” where students from all over California are invited to spend the evening discussing what it is like to be professionals in these fields and to interact with these students and offer them advice on how to succeed in their chosen major.

- The SME Division worked with local high schools and Partnership Academies on GIS/GPS Programs.

- Learning Services contacts some local high schools in March/April and invites the teacher and class to come for an orientation on the Learning Services Department. This has been an efficient way to start to get the necessary paperwork and meetings for the student and Learning Services.

- The Modern Languages (ML) department developed a Facebook Page which currently has 103 “friends”. Via this FB page, the ML Coordinator sends out relevant information to the ML program such as new courses, registration deadlines, facts related to studying languages, etc. It also serves as a means to promote important NVC and ML deadlines and ML programs and events.

1.1.2 Report on an annual basis on all K-12 outreach activities

- K-12 Outreach activities were reported as part of the HSI-STEM grant progress report.

- The Engineering department participated in the following K-12 outreach activities
  - American Canyon Middle School: Solar Energy Presentation to kindergarten students.
  - Napa High School: Solar Energy Presentation to kindergarten students.
  - Vintage High School: Solar Energy Presentation to kindergarten students.
  - American Canyon High School: Solar Energy Presentation to kindergarten students.
  - Engineering Day at the San Francisco Exploratorium.

- The Physics department participated in the following K-12 outreach activities:
  - American Canyon Middle School: Solar Energy Presentation to kindergarten students.
  - Napa High School: Solar Energy Presentation to kindergarten students.
The Financial Aid/EOPS Office (FA/EO) offered or participated in more than 73 college and financial aid awareness events throughout Napa and Solano Counties, and many of these events were held in both Spanish and English. We partner with Federal, State, and community sponsors who provide outreach materials and incentives for students.

The Financial Aid/EOPS Office represented NVC at numerous high school sponsored College Fairs and expos to promote college and financial aid awareness. Provided financial aid awareness workshops to Napa and Solano County high schools throughout the year.

The Financial Aid/EOPS Office provided presentations and workshops at various events, including:
- Napa Housing Authority
- FORCE Foster Youth Workshop
- Napa Adult School
- LAYLA-McPherson Elementary School
- BI Industries
- Vallejo Adult School
- Unity Day, Unity Plaza, Martin Luther King Waterfront Park, Vallejo, CA
- American Canyon Dances with Wolves Cultural Festival
- MIT Academy
- Mega Orientation
- Solano College Youth Expo
- New Beginnings
- P-16 Council’s Success After High School Conference
- VOICES

The Financial Aid/EOPS Office provided financial aid awareness to NVC students through classroom in-reach presentations.

The Financial Aid/EOPS Office held an EOPS/CARE Advisory Committee meeting that provided college and program awareness to NVC faculty and staff, and Napa County agency representatives.

The Financial Aid/EOPS Office attended the Mega Orientation to promote financial aid awareness to attending high school seniors and their parents.

The Modern Languages department frequently emails NVUSD educators and administrators with contain information related MLs (degrees, specific courses, Spanish major, etc.)

STRATEGY

1.2 Inform students of services that help them address potential financial, language, accessibility, transportation, and other barriers that would prevent them from attending Napa Valley College.

Activities/Measures

1.2.1 Sponsor Financial Aid Cash for College events

- Financial Aid/EOPS Office provided 14 Cash for College (C4C) workshops in January and February at Napa and Solano County high schools to promote financial aid awareness and assist with the application process to high school seniors and their parents. Travis Credit Union provided iPod music players for each of the 14 events and also donated a new Laptop computer and printer for a final drawing at the last C4C event held at NVC; any student who attended one of the C4C workshops was automatically included in the drawing. The iPods and laptop/printer were provided as incentives for high school students and their parents to attend these financial aid workshops to better prepare them for college.

- Financial Aid/EOPS Office held the “It’s Not Too Late!” financial aid awareness event at NVC for high school seniors, current college students, and community members thinking of attending college in April. TCU provided an iPod music player for a student drawing as a student incentive to attend.
1.2.2 Hold Tri-annual Transition Conference for students with disabilities
NA

1.2.3 Maintain up-to-date and accurate information on the college website

- Updated Admissions and Records pages of the website.
- The Office of Student Services updates the Student Services website each semester and as needed to make sure office hours, fee or policy changes and any other PDF documents are current. The administrative assistant also volunteered to help the Counseling Division secretary in redesigning the Counseling Services website to make it more user friendly.
- The SME Division maintained up-to-date and accurate information on the college website.

1.2.4 Regularly attend local high school college fairs or events.

- The SME Division had regular attendance at college Earth Day events, and at local job fairs and information day events promoting courses.
- Financial Aid/EOPS Office represented NVC at numerous high school sponsored College Fairs and expos to promote college and financial aid awareness. Provided financial aid awareness workshops to Napa and Solano County high schools throughout the year.
- Financial Aid/EOPS Office provided presentations and workshops at various events, including:
  - FORCE Foster Youth Workshop
  - Napa Adult School
  - LAYLA-McPherson Elementary School
  - MIT Academy
  - New Beginnings
  - P-16 Council’s Success After High School Conference
  - VOICES

STRATEGY

1.3 Monitor access among equity groups

Activities/Measures
1.3.1 Report student equity ratios regarding access among four equity groups, defined by: gender, race/ethnicity, age, and disability status

The Director of Institutional Research generated the following:

The ratio for each demographic (gender, race/ethnicity, age, and disability) group is calculated as the group’s share of the “successful” population divided by the group’s share of the “baseline” population.

\[
\text{Student Equity Ratio} \, = \, \frac{\text{population share (\%)} \text{ within the “successful” population}}{\text{population share (\%)} \text{ within the “baseline” population}}
\]

With regard to access to NVC, the “successful” population is defined as the population of students that enroll, and the corresponding “baseline” population is the local/service area population. Program Evaluation & Planning (PEP) data were used to generate the population shares claimed by each equity group among NVC’s credit-student population. To reflect NVC’s Student Equity Plan from 2005, Napa County served as the baseline service area, and data from the U.S. Census were used to describe the population within the service area.
**Access:** The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

### Gender Distribution among College and County Populations

<table>
<thead>
<tr>
<th>Gender</th>
<th>Napa Valley College</th>
<th>Napa County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>55.6%</td>
<td>56.4%</td>
</tr>
<tr>
<td>Male</td>
<td>44.4%</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

*Sources: NVC Program Evaluation & Planning Data & U.S. Census, 2000 & 2010*

*The population proportions for NVC reported in this table reflect the adjusted population proportions, after students who did not report their gender were removed from the analysis.*

### Student Equity Ratios: Access by Gender

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVC 2008-2009 vs. Napa County 2000</td>
<td>1.11</td>
<td>0.89</td>
</tr>
<tr>
<td>NVC 2009-2010 vs. Napa County 2000</td>
<td>1.13</td>
<td>0.87</td>
</tr>
<tr>
<td>NVC 2010-2011 vs. Napa County 2010</td>
<td>1.12</td>
<td>0.88</td>
</tr>
</tbody>
</table>

Statistically significant differences ("successful" population proportions vs. “baseline” population proportions) for equity ratios less than 1.00 are highlighted in **bold**.

### Racial/Ethnic Distribution among College and County Populations

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Napa Valley College</th>
<th>Napa County</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>15.5%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25.2%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Multiple/Other</td>
<td>1.4%</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>49.7%</td>
<td>49.3%</td>
</tr>
</tbody>
</table>

*Sources: NVC Program Evaluation & Planning Data & U.S. Census, 2000 & 2010*

*The population proportions for NVC reported in this table reflect the adjusted population proportions, after students who did not report their racial/ethnic background were removed from the analysis.*
Student Equity Ratios: Access by Race/Ethnicity

<table>
<thead>
<tr>
<th>Comparison</th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Multiple/ Other</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVC 2008-2009 vs. Napa County 2000</td>
<td>5.92</td>
<td>5.00</td>
<td>1.06</td>
<td>2.20</td>
<td>0.61</td>
<td>0.72</td>
</tr>
<tr>
<td>NVC 2009-2010 vs. Napa County 2000</td>
<td>5.83</td>
<td>5.19</td>
<td>1.13</td>
<td>1.60</td>
<td>0.00</td>
<td>0.71</td>
</tr>
<tr>
<td>NVC 2010-2011 vs. Napa County 2010</td>
<td>3.83</td>
<td>2.24</td>
<td>0.94</td>
<td>1.50</td>
<td>0.92</td>
<td>0.79</td>
</tr>
</tbody>
</table>

Statistically significant differences (“successful” population proportions vs. “baseline” population proportions) are highlighted in **bold**.

Age Distribution among College and County Populations

<table>
<thead>
<tr>
<th>Age</th>
<th>Napa Valley College</th>
<th>Napa County</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>19.8%</td>
<td>21.4%</td>
</tr>
<tr>
<td>20-24</td>
<td>27.2%</td>
<td>30.3%</td>
</tr>
<tr>
<td>25-29</td>
<td>14.7%</td>
<td>14.9%</td>
</tr>
<tr>
<td>30-34</td>
<td>8.3%</td>
<td>8.5%</td>
</tr>
<tr>
<td>35-39</td>
<td>7.0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>40-49</td>
<td>11.1%</td>
<td>10.3%</td>
</tr>
<tr>
<td>50+</td>
<td>11.9%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

*Sources: NVC Program Evaluation & Planning Data & U.S. Census, 2000 & 2010*

The population proportions for NVC reported in this table reflect the adjusted population proportions, after students under 18 were removed from the analysis.

Student Equity Ratios: Access by Age

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Age 18-19</th>
<th>Age 20-24</th>
<th>Age 25-29</th>
<th>Age 30-34</th>
<th>Age 35-39</th>
<th>Age 40-49</th>
<th>Age 50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVC 2008-2009 vs. Napa County 2000</td>
<td>5.66</td>
<td>3.58</td>
<td>1.88</td>
<td>0.95</td>
<td>0.71</td>
<td>0.54</td>
<td>0.28</td>
</tr>
<tr>
<td>NVC 2009-2010 vs. Napa County 2000</td>
<td>6.11</td>
<td>3.83</td>
<td>1.78</td>
<td>0.94</td>
<td>0.58</td>
<td>0.50</td>
<td>0.27</td>
</tr>
<tr>
<td>NVC 2010-2011 vs. Napa County 2010</td>
<td>5.92</td>
<td>3.84</td>
<td>1.84</td>
<td>1.09</td>
<td>0.64</td>
<td>0.51</td>
<td>0.23</td>
</tr>
</tbody>
</table>

Statistically significant differences (“successful” population proportions vs. “baseline” population proportions) for equity ratios less than 1.00 are highlighted in **bold**.
STRAEGY

1.4 Develop and implement activities that promote diversity, equity and inclusivity at Napa Valley College and within the community

Activities/Measures

1.4.1 Continue and promote new activities sponsored by the Associated Students and diverse student clubs.

- Faculty in the Engineering and Physics departments promotes and encourages participation in student activities. Involvement in student organizations helps our students to build leadership and soft skills. In addition, they learn to work in teams, organization, and time management skills, and have the opportunity to interact with other students and professionals. We highlight the science and engineering related student clubs such as:
  - Society of Hispanic Professional Engineers (SHPE)
  - Mathematics, Engineering, Science Achievement (MESA)
  - Society for Advancement of Chicanos and Native Americans in Science (SACNAS)

- An Engineering/Physics faculty member is the Faculty Advisor for SHPE.

- The English department continues to support African American and Native American Literature courses; continues to support Puente and work toward supporting Umoja once again.

- Umoja discussed SLO assessments data for counseling courses, speech courses, and program outcomes; Umoja holds regular monthly meetings.

- Athletic department offered women’s soccer for the first time, opening up more opportunity for female participation and appealing to a diverse group of student-athletes.

- All members of the Chemistry faculty have attended the MESA Fairs on campus in order to promote Chemistry, MESA, and the Science, Math, and Engineering Division and the Sciences in general. We do this in part to show that Science can be fun and accessible to all students.

- The Math Department promotes activities at the Mesa Fair each year. Through the HSI STEM grant, the Math Department will be doing community outreach to the High Schools, and community groups as well.

- The Modern Languages department sponsored *The Three Great Muralists* to promote Mexican art from the 20th century.

- The Associated Students of Napa Valley College sponsored a very successful Fall 2011 Diversity Speaker Series. Members of the Inclusivity Committee and campus community as well as Napa Valley community attended. Presenters spoke on various societal and educational issues.

1.4.2 Finalize revisions to “diversity task force plan” and transition to Inclusivity Committee Plan.

No update

1.4.3 Prioritize activities in Inclusivity Committee Plan, implement the plan, and evaluate the outcomes.

No update

1.4.4 Involve the campus community in implementation of Inclusivity Plan activities.

No update

1.4.5 Provide professional development activities for faculty and staff.

- The Office of Human Resources continues to provide Hiring Committee Training and training in the Prevention of Discrimination, Harassment, and Retaliation in the workplace. Additional training sessions provided by the college’s Employee Assistance Program (EAP) during the 2011-2012
The academic year include: Stress Management, Working in Teams, and Change Management. The total number of employees who participated in these trainings was 24.

• The college continues to participate in a consortium with the law firm Liebert Cassidy Whitmore. Through the consortium, video conferences are provided, with the topics focusing on management and leadership skills. During 2011-2012, workshop topics included: Going Outside the Classified Service, The Use of Technology in Managing Employees, Prevention and Control of Absenteeism, and Terminating the Employment Relationship. A total of 33 management employees attended these workshops.

• EEO practices are followed with regard to all hiring. All employees must have completed the three-hour in person training on the importance of a diverse workforce, the elements of cultural competence, and bias awareness prior to serving on a committee. Committee members must also complete an online training on legal aspects of hiring every two years.

• In 2011-2012 for academic year 2012-2013, the college hired a total of 15 employees, three administrative/confidential, eight faculty, and four classified. The percentage of regular employees hired from the monitored groups of Asian/Pacific Islander, Native American, African American, and Hispanic was 47%, bringing our percentage of regular employees from these monitored groups to a total of 33% in 20012-2013, as compared to 32% in 2007-2008. It should be noted that this diversity information only includes data for these monitored groups and not other types of diversity, such as disability.

• Office of Human Resources trained an additional 38 faculty, staff, students, and community members with regard to EEO hiring during academic year 2011-2012. The training includes the elements of cultural competence, the value of a diverse workforce, and bias awareness. The total number of individuals trained since Spring 2008 is 215.

• Additionally, a total number of 92 faculty and staff were trained in the prevention of discrimination, harassment, and retaliation in the workplace during academic year 2011-2012.

• Used CTE funds and donated funds to provide professional development opportunities for R.T. and PTEC faculty.

• Two Admissions and Records Specialists/Evaluators attended a veteran training to understand how military records can be equated to college courses.

• The Admissions and Records Associate Dean attended a veteran’s training on campus to learn more about the unique challenges veteran’s face and how to remove potential barriers to their experience in college.

• A Specialist, Clerk, and Associate Dean of Admissions and Records attended a CCC Apply training in Sacramento.

• The Associate Dean of Admissions and Records attended the annual CACCRAO Conference in Spring 2012; a week-long SEM training; and the Chancellor’s Office sponsored CFS-320 training online and at the CACCRAO conference.

• The Admissions and Records staff attended and participated in Campus Police sponsored emergency training.

• The NVC Math Department promotes an annual Math Conferences with Pearson Publishing each Sept. We also attend our annual California Math Conference for Community Colleges each year when funds are available.

• The Office of Student Services coordinated a 2-day Customer Service Training for the Student Services unit during the Spring 2011 semester. 136 staff members and student workers attended the training.

1.4.6 Develop and implement plan for diversifying courses across the curriculum.

• The Math Department is investigating implementing Math courses for special disciplines like Nursing, Science, etc. as possibilities when we get future funding to expand and diversify our Math offerings.
STRATEGY

1.5 Develop and implement a student-centered Strategic Enrollment Management (SEM) Plan and improve processes so that students can navigate them more easily

Activities/Measures

1.5.1 Continue the development of the SEM concept to identify disconnects and effective practices.

- Team 1 (Outreach and Pre-enrollment) and Team 2 (Enrollment) completed their work on identifying disconnects and making recommendations for effective practices. Team 3 (Retention and Goal Achievement) has started their data collection process and will identify disconnects by October 2012.
- The Associate Dean of Admissions and Records acted as the Team Leader for SEM Team 2 – Enrollment. Two Admissions and Records Specialists participated on SEM Team 2, and one Specialist participated on both Team 2 and Team 3.
- SEM Team 2 completed the SEM process from ‘IS’ mapping the five steps to enrollment, identifying disconnects, and developing a ‘SHOULD’ map that we are in the process of implementing through the Datatel Roadmap.
- The SEM Team 2 Leader provided regular updates to the SEM Steering Committee and provided regular, written progress reports of team activity.
- The SEM Team 2 collected research data through online surveys, in person interviews, and other research methods.
- Mandatory Placement testing to be implemented in the LLRC for our Basic Skills Math Classes.

1.5.2 Launch task forces to examine the different segments of the student continuum

- Task Forces were renamed Teams, and Teams 1 and 2 were launched in spring of 2011. Team 3 was launched in fall of 2011.

1.5.3 Maintain a SharePoint SEM site

- A SharePoint SEM site was established in spring 2011 and has been maintained since its inception. This is an internal tool for the SEM members and all documents are stored on this site.

1.5.4 Develop data book where all data collection, research, resources and summary will be compiled.

- All data collection, research, resources and summary will be maintained on the SEM site. This is how NVC will maintain a data book.

1.5.5 Incorporate SEM plan into college planning and budget process

- A flow chart has been created and approved by the Planning Committee. This flow chart outlines the relationship of SEM with the college planning and budget process. (See Nov. 18, 2011, minutes of the Planning Committee).
Goal 2. Partnerships for Economic and Workforce Development

Napa Valley College will collaborate with community partners to identify current and emerging labor market needs.

In order to achieve this goal, the college will create innovative practices for workforce education, respond to local needs for economic development and workforce preparation, develop targeted workforce skills training; and, encourage industry specific professional development opportunities for workers.

STRATEGY

2.1 Strengthen and develop existing career and technical education partnerships with the community

Activities/Measures

2.1.1 Coordinate with advisory committees to identify needs

- The Office of Instruction worked with the President and staff to develop a Workforce Institute.
- All occupational programs held two meetings of their respective advisory committees. All advisory committee membership rosters were updated and sent to the office of instruction. A new website for publishing advisory committee rosters, meeting agendas, and minutes was set up on the college website.
- All Health Occupations programs meet regularly with Advisory Committees to strengthen programs and meet community needs.
- The Upper Valley Campus (UVC) participated in the Institute for Business Excellence (IBx) Leadership team, work with Center Liaisons to identify and target community members (for advisory board). Advisory Board members to represent key sectors and businesses within the county, and to provide information and guidance to IBx Team regarding program development and sector needs.

2.1.2 Report the number of internships and job placements

- Working with faculty in the SME Division, the HSI STEM Grant Science Coordinator is looking for opportunities for internships with local schools and businesses. We currently have internships available through the Department of Energy and Touro University and are looking to reinstate an internship at Berkeley. We have recently received information from Sonoma State University about an internship funded by the California Space Grant Consortium. We hope to become a part of that internship program soon.
- The SME Division will report number of job placements in GIS/GPS.

STRATEGY

2.2 Provide programs that prepare students for careers in emerging industries and occupations including green technology applications.

Activities/Measures

2.2.1 Coordinate and review California Employment Development Department reports and identify emerging industries in Napa County and the surrounding counties

- Upper Valley Campus/Institute for Business Excellence (UVC/IBx): Data compiled form Workforce Napa (Economic Scan), Napa County Workforce Investment Board (industry sector scans reports), and June 2010 Food and Beverage Report helped to define the needs of key industry sectors (for example, hospitality) and to guide the types of programs and services currently available through IBx as well as those to be developed (based on industry demand).
- The SME Division sustained and created a statewide network of Grant Funded Environmental Training Centers.
2.2.2 Utilize Career Technical Education grant funding to develop new degrees, certificates or areas of emphasis if needed

- The Math Department will look into developing new degrees or areas of emphasis in these emerging fields and make recommendations as needed.
- The 2011-12 CTE Community Collaborative focused on Hospitality Management, Industrial Technology, Health Occupations, Sustainable Agriculture and Business Entrepreneurship.
- NVC partnered with College of Marin, Santa Junior College, Sonoma County office of Education and Napa County office of Education and the Napa Workforce Investment Board to develop partnerships and strengthen regional Career Pathways.
- NVC hosted a Summit on Integrating Entrepreneurship into CTE Curriculum on 4/20/12 attended by 30 regional Instructors.
- NVC approved 3 new certificates of achievement for the Entrepreneurial Certificate in Childcare, Performing Arts and Drafting.
- NVC assisted Napa High School to launch a new Industrial technology ROP program.
- NVC and NCOE ROP approved 3 new Articulation by Exam agreements in Hospitality Management, Digital Arts and Media and First Responder.
- NVC developed a dual enrollment course for Business 143 at New Tech High.
- NVC hosted the 4th Annual Business Plan Competition with over 120 high school students and 80 college students participating.
- NVC provided two Summer Boot Camps (June 2012) to 50 students. Business Boot Camp and Digital Media Boot Camp.
- NVC Associate Dean of EWD help to develop the countywide career pathways plan and is member of the advising steering committee for Napa County CTE.
- NVC provided Career Exploration field trips to 60 middle school students.
- NVC provided sector specific career exploration to 120 health occupation ROP students at the Yountville Simulation Lab.

STRATEGY
2.3 Develop new fee-based training programs that support workforce development needs

Activities/Measures
2.3.1 Implement plan for Institute for Business Excellence

- NVC Small Business Development Center and Business Entrepreneurship Center (SBDC) provided 139 trainings to over 1500 business owners in areas of business planning, financing, social network marketing, and managing a business.
- NVC Small Business Development Center and Business and Entrepreneurship Center provided nearly 2400 of one-one counseling to 444 business owners and entrepreneurs.
- NVC Small Business Development Center and Business and Entrepreneurship Center accounted for creating 193 job including 27 start-ups and retaining 496 jobs.
- NVC SBDC assisted 42 businesses leverage $3,400,000 in debt or equity capital.
- NVC SBDC assisted local businesses increase sales by over $12,441,000.
- NVC partnered with the City and County of Napa and received a $250,000 Economic and Workforce Development (EWD) grant to provide emergency medical training certifications.
- Center for Healthcare Education provides basic and advanced life support courses, trauma courses, and conducted a perioperative nursing class, and is pursuing many other training opportunities.
- The Office of Instruction worked with the President and staff to develop a Workforce Institute.
- UVC/IBx: Program implemented – currently 5 centers in place. Most active centers: Center for Health, Center for Safety, Center for Business and Entrepreneurship and Center for Wine, Food and Culinary.
2.3.2 Enhance partnerships with Workforce Investment Board, Adult School, business, industry, and others

- Upper Valley Campus/Institute for Business Excellence (UVC/IBx): Ongoing
- Associate Dean EWD works closely with WIB, Adult School, NCOE and local Chambers to provide outreach and training.
- NVC Business and Entrepreneurship Center hosted the 7th Annual Hospitality Symposium on March 27th. The event was attended by 120 professionals.
- NVC Business and Entrepreneurship Center hosted the Annual Food Day in October 2011 in Yountville. The event was attended by over 150 participants.
- Associate Dean EWD is a member of the County CTE Advisory Board.
- Associate Dean EWD is active on the American Canyon Chamber Board.
- Associate Dean EWD represents NVC at the Bay Area Community college Consortium.
- VP of Instruction was on the Napa Workforce Investment Board.
- The SME Division developed fee based training for high school instructors in GIS/GPS.
- Through the HSI Grant, the Math Department will be offering special workshops to students through the Math Department and Math Center to help insure student success in all fields that require Mathematics.

2.3.3 Evaluate the success of Institute for Business Excellence programs

- Upper Valley Campus/Institute for Business Excellence (UVC/IBx): Currently evaluations are done on a training delivery basis.

STRATEGY

2.4 Prepare students for licensure, certification, continuing education, and advanced education.

Activities/Measures
2.4.1 Develop fee-based classes and workshops as needed for training, community education, and to improve success on licensure exams

- UVC/IBx: UVC Community Education Program works in partnership with the Small Business Development Center (SBDC) and the Business and Entrepreneurship Center (BEC) to offer certification training such as Food Handler, Food Handler Manager; Responsible Alcohol Service and Public Notary Training.
- Additionally, offerings through the Center for Health provide required training for healthcare professionals such as ACLS, PALS, etc.
- Center for Safety provides ongoing certified training to Law Enforcement and Safety professionals.
- Development of Micro-Credential Certification for GIS/GPS programs.
- Center for Business Entrepreneurship provides over 1000 hours of Youth Entrepreneurship Training
- SBDC provides certificated NxLevel business training to 50 local business owners.
- SBDC worked with WIB to provide 36 hour Home Energy Rating Training to underemployed construction workers
- SBDC collaborative with Calistoga and American Canyon family Service providing micro-enterprise training
Goal 3. Teaching and Learning Effectiveness

Napa Valley College will provide high quality instruction to meet the needs of a diverse population.

In order to achieve this goal, the college will provide effective instruction methods and technologies, evaluate and assess program and service outcomes, employ a range of instructional methods, and cultivate an environment conducive to learning.

STRATEGY
3.1 Use effective educational practices and provide appropriate equipment and technology to support instruction

Activities/Measures
3.1.1 Provide more training opportunities in educational practices, pedagogy, and use of technology

- The SME Division organized a national instructor resource conference in Environmental Technology and developed and won $75,000 EWD Grant for ITC, GIS and GPS technology implementation.
- Through the Teaching and Learning Center technology workshops were held to enhance all levels of staffing at NVC. Technology workshops included SharePoint, Blackboard, Mobility in Education (presented by Apple), CurricUNET, Pearson workshops for the English and Math departments, Microsoft Outlook, Clickers, Lecture Capture, Kurzweil text to speech and TracDat.
- Pedagogy workshops were offered during the August and January Flex Days along with workshops and meetings held for the English Learning Community, New Faculty Learning Community and the Faculty Coach Committee. In addition, the TLC works with faculty during their evaluation process to address their individual professional development goals.
- The Online Education Committee held monthly meetings during which training on specific online instructional strategies were discussed. This included how to best use the Blackboard communication tools to stay in touch with students with the intent of increasing retention and persistence.
- The Academic Senate revised the Contract Faculty Evaluation Process in Spring 2012 to include a New Faculty Learning Community component. Through the NFLC, contract faculty receive on-going training in pedagogy, diversity awareness, technology and other aspects of instruction and student success. (Dianna Chiabotti and Rebecca Scott may have more specifics here)
- The Information Technology (IT) department provided training and developed training materials on Sharepoint, Datatel, Blackboard, AB Tutor, Sony Sans, Kurzweil, Outlook, Webadvisor, Voip/phone, use of smart classrooms, and others.
- Activities offered during Flex Days and some during the regular academic calendar offer training opportunities to learn and contribute to educational practices, discussion of pedagogy, and practical use of technology in the classroom. However, it is important to mention that some of our classrooms DO NOT have the technology needed to fully take advantage of the opportunities in education practices, pedagogy, and use of technology. A good example of a classroom that needs technology is Room 1831. (Physics/Engineering Department)
- The HSI STEM Grant has provided funding for technology to be used in the classroom. This gives students access to new technology that they will see and use when they move on to jobs in the industry and other educational institutions. This equipment opens up new opportunities for training and changes in pedagogy and directly influences curriculum delivery and increases the range of instructional methods at our college.
- The Math Department enhanced through the HSI STEM Grant, will be providing more training, equipment and technology. We have added a new Math Computer Center as well as added new computers to our Math Center which will enhance support to instruction.
- Several members of the Modern Languages department attended various webinars (Soloist, Sharepoint) trainings and workshops related to best practices, Tracdat, CurricUNET, and good use of technology in the classroom.
• Social Sciences Faculty attended the American Historical Association conference in January, 2012. Faculty also attended Flex Training Seminars for Fall 2012 at CRC that included "Teaching Approaches: Tools of the Trade" and "7 Principles of Good Practice in Higher Education" – valuable knowledge which will be used at NVC.

3.1.2 Expand and sustain a range of instructional content delivery methods to enhance learning

• The Teaching and Learning Center (TLC) offers instructional content delivery methods to enhance learning. The TLC works with Staff Development and Professional Development Committees to establish and implement needs assessment processes to determine yearly activities. Staff development activities reflect assessment results. This year, 434 participants engaged in professional development activities through the TLC.

• Continued professional development opportunities to enable faculty to engage in a wide variety of instructional methods to support learning diversity is key to good teaching. Examples this year included trainings in technologies with new expanded software capabilities, along with updates to functions as SharePoint, TracDat and CurricUNET.

• The equipment purchased through the HSI STEM Grant expands the range of instructional methods used in the Science, Math, and Engineering classes at our college.

• In addition, the TLC is hosting bi-weekly trainings for the newly hired faculty in the New Faculty Learning Community (NFLC) in technology, pedagogy and support systems.

• The Online Education Committee completed a software upgrade to Blackboard 9.1, which offers a "web 2.0" experience for students and staff. Included with this upgrade is plagiarism checking software and a lockdown browser to prevent cheating during online test administration.

• The Academic Senate established an ad hoc Distance Education Committee in Fall 2012 to provide additional support and training for on-line education.

• The IT department installed and updated instructional technology campus wide, including new computer labs and classrooms to ensure they are current and meeting instructional need. Added functionality to systems such as SharePoint and Blackboard. Established replacement cycles and set aside funds for equipment refreshment.

• Biology faculty continue to deliver instructional content in a variety of methods to enhance learning. Lectures in Biol 105, 120 and 218 are audio recorded and the recordings are made available to all students. Materials are provided via websites in many of the Biology courses. Anatomy models were photographed and labels were added and the photographs were posted to faculty websites. Histological slide and specimen collections were updated and photographs were regularly placed on websites to increase access to study material to students. Interactive instructional websites (Mastering Biology) were also utilized. Students learn using hands on dissections and experiments as well as virtual laboratories including the virtual cadaver tools. Increased use of inquiry based learning strategies has been developed based on assessment results.

• Fall 2012 Proposed revisions to SPCOM courses for hybrid delivery (SPCOM 124).

• Faculty in the Engineering and Physics departments uses a large range of instructional content delivery methods to enhance learning. These methods include (but are not limited) to: Power point, hands-on, videos, demonstrations, computer based problems and activities, lab activities, field trips, and others. However, there are opportunities for improvement. For example, we have 18 brand new computers that we received via the HSI STEM grant; however, they are not connected to the wireless network that we have in the physics/engineering area. Hence, the computers cannot replace the 8+ year old computers that we have used in the past and are veryyyyy slow. (This is not a typo).

• Social Sciences Faculty added new lesson plans for U.S. History; have also been incorporating more interactive and applied material into my curriculum for that course; have been adding archival audio-visual clips into courses and refining them to make them appropriate for integration with the material in class, and have working on developing faculty webpages.

• Social Sciences Faculty utilized the Little Theater to assess potential for using large lecture spaces for social science classes.

• Social Sciences Faculty attended Flex Training Seminar for Fall 2012 at CRC on "What's New in D2L" for use at NVC.
3.1.3 Record and report Teaching and Learning Center training data

- During the 2011–2012 academic year, the Teaching and Learning Center hosted 70 workshops with 434 participants. Three instructional excellence days available to all staff were presented in August and January. The August 2011 two instructional excellence days provided eight repeatable workshops with 132 participants in attendance on the first day, and all full time faculty mandatory attendance for SLO and assessment training on the second day. The January 2012 trainings offered 12 repeatable workshops with a total of 182 attendees.
- The IT department installed and maintained applications such as Timekeeper and Capp for this purpose as well as integration with Datatel.
- The Engineering and Physics Departments:
  - TracDat – Training to update and record Student Learning Outcomes assessment results.
  - CurricuNET – Training to revise Course Outlines of Record.
  - Teaching and encourage students to learn with Critical Thinking and Reflective actions.
  - Technology that increases student participation in the classroom for science, mathematics, and engineering students.

3.1.4 Develop and implement a three-year technology plan that supports the needs of Instruction

- Our three year plan is to have all our computers replaced every 3-4 years as the budget allows us in both our Math Center and Math Computer classroom as well as our office computers.
- Accomplishments from 2008 Technology Plan are under review; developed a 3 yr. IT Roadmap; new tech plan pending and to be guided by EMP.
- Engineering and Physics Departments: We need funding to put technology in Room 1831. We have asked for it for many years. Most of our engineering classes and some physics classes are offered in this classroom. Instructors could do better with more technology to better prepare and increase success of our future science and engineering students. Requests include:
  - Add a permanent computer with an Internet connection to Room 1831.
  - Add a permanent document projector to Room 1831.
  - Move projector to the side to allow for more white board space.
- Through both our in classroom and online courses, combined with our new Math Center computers and Math Computer classroom, the Math Department has expanded our instructional content delivery which is enhancing student learning.

STRATEGY
3.2 Conduct regular assessments of programs, services, and student learning outcomes to improve student learning

Activities/Measures
3.2.1 Continue to conduct Program Evaluation and Planning reviews & evaluations

- The SME Division is conducting assessment of SLO’s for Geology and Geography classes and institutional SLO’s for all Geology and Geography classes.
- Discussed SLO assessment data at SPCOM Department meetings (Sept. 2011 and May 2012).
- The Office of Instruction and Dean of Library and Learning Resource Center assessed the TLC training position.
- The Office of Instruction worked with Academic Senate, Curriculum Committee and faculty to develop transfer degrees as regulated by SB1440.
- The Chemistry department assesses all of the classes taught each semester and evaluates the results. Data from our research office is then received and reviewed to help us evaluate the effectiveness of our teaching methods.
- The former president facilitated a program review and planning process for the Viticulture and Winery Technology Program and yielded an ambitious set of ideas and plans to expand the program. The
ideas gained from this process will be incorporated into the regular budget and planning process in the 2012/2013 school year.

- The Math Department recently completed its Program Review and our goal is to implement our improvements in a reasonable amount of time and as the budget allows.
- The ESL program successfully completed the Program Review Process in spring 2012.
- Working with Robyn Wornall and the Office of Institutional Research, the Writing Center conducted pre and post surveys during the spring 2012 semester to gauge student satisfaction with the Writing Center instruction and services.
- The English department begins Program Review this year. In addition, we have completed initial assessments of nearly all courses and are in the middle of designing assessment plans for our online courses. We have entered substantial amount of assessment data into TracDat as well.

The following programs completed PEP in 2011:

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Student Services</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Studies</td>
<td>College Police</td>
<td>Community Relations &amp; Printing</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Student Life</td>
<td>Services</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>Transfer Center</td>
<td>Facilities Services</td>
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<td>Mathematics</td>
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<td>Police Academy</td>
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<tr>
<td>Respiratory Therapy</td>
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<tr>
<td>Sociology</td>
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</tbody>
</table>

The following instructional programs are undergoing PEP in 2012:

- Accounting
- Administration of Justice
- Digital Design Graphics Technology
- Geology/Earth Science
- Psychiatric Technician

### 3.2.2 Assess Student Learning Outcomes (SLO), Student Services Outcomes (SSO), Administrative Unit Outcomes (AUO), and Institution Level SLOs

- Instruction: SLOs were assessed to bring us to a total of 68% assessed.
- The Math Department is current in its accessing Student Learning Outcomes. We will be assessing Math 55, 106, 115, and 221 this academic year.
- Have assessed LRNS 12, 17, 18, 19, 60, 50 Student Learning Outcomes. Learning Services is assessing LRNS 10 this semester. Have added a LRNS 50 SLO and modified a LRNS 17 SLO.
- The Modern Languages department conducted SLO assessment for the following courses: Spanish 280 and Spanish 110 sections.
- Social Sciences Faculty continued to accumulate information on SLOs for all sociology courses. The data is used to identify areas for improvement. Faculty attended Flex Seminar for Fall 2012 at CRC on “The New Course Level SLO Reporting Process” knowledge will be incorporated into SLO assessment for the Social Sciences NVC.
- Social Sciences Faculty have begun to develop History CORs to reflect current articulation requirements and SLO assessment needs.
- The Student Services unit deployed the SSO Survey in the Spring 2011 semester via a Zoomerang survey. 875 students from the 7,527 students enrolled in spring responded representing a response rate of approximately 11.6%. The responses yielded a 70-page report which was shared with the Student Services managers at a Student Services Council meeting for review and identification of needed changes.
Summary of Accomplishments 2011-2012 compiled by the Director of Institutional Research:

- Developed training and reporting materials to create outcomes assessment plans within service areas and track progress in achieving those outcomes.
- Trained service area managers and staff on ACCJC standards related to outcomes assessment. Introduced a variety of approaches for developing and assessing outcomes within the service areas. (Flex Days, Fall 2011)
- Drafted plans for outcomes assessment within 26 service areas of the college (spanning academic support services, student services, and administrative services). Each service area identified at least two outcomes.
- Compiled evidence of dialogue among service area staff members during the development of their respective outcomes assessment plans.
- Revised Schedules J & K to ensure more uniform collection of outcomes assessment information from service areas of college. Approved by Planning Committee.
- Collected examples of accomplishments and “closing the loop” by improving services and delivery of services (prior to the era of formalized outcomes assessment) within service areas. Examples of accomplishments will be incorporated into the comprehensive report for service areas 2011-2012.
- Some programs began collecting baseline information – for measuring subsequent improvements in service area outcomes. Examples: Facilities and Student Services.
- Several programs conducted surveys associated with their outcomes assessment plans. Examples: Counseling, Library, and Writing Center.
- Associate Dean of Admissions and Records sits on the Learning Outcomes and Assessment Committee. In addition the Associate Dean of Admissions and Records and one Specialist participated in an Inquiry Group to assess the Communication ILO. SSOs for the Admissions and Records department and Welcome Center to be assessed in the next year.
- Assessment of SLOs is an ongoing process in the Engineering department having assessed 4 of the 5 engineering classes.
- Assessment of SLOs is an ongoing process in the Physics department having assessed 3 of the 7 classes. Three more physics classes will be assessed during the Fall 2012 semester. This will bring the total to 6 out of 7.
- UVC: SLOs for ABEN 750 were updated in Fall 2011. SLOs for ABEN 750 were assessed in Spring 2012. SLOs for YEPL 750 and YEPL 700 were updated in Spring 2012 and assessed. For Fall 2012, SLOs for YEPL 641 and YEPL 954 will be updated and assessed in Spring 2013. SLOs for FAMN 889 were revised in Spring 2012 and assessed.
- Updates for SLOs (ABEN 750, YEPL 750, 700, 641 and 954 along with FAMN 889) need to be entered into CurriCUNET and TracDat.
- The Chemistry department assesses its SLO’s every semester and the data is entered into TracDat. The links from our SLO’s to other outcomes (ILO’s) has not yet been done but is planned to be done by the end of Spring 2013.

3.2.3 Develop an annual report on program improvements

- The Chemistry department can report on program improvements that have resulted from evaluation of our SLO’s at any time. We will develop a reporting method by Spring 2013.
- The Math Department will work on an Annual report on Program improvements. This year new computers have been added to the Math Center, had a new Math Computer Classroom finished and began the first year of the HSI STEM Grant program including hiring a bilingual Mathematics Instructor.
STRATEGY
3.3 Promote high standards of academic rigor and excellence.

Activities/Measures
3.3.1 Use assessment data to improve or enhance academic excellence

- The SME Division uses assessment data to improve or enhance academic excellence. It examined newly developed articulation standards for the Geosciences.
- Assessment data has been discussed at division and program meetings and during inquiry group meetings. Improvements have been implemented based on these discussions. Examples of these improvements include increased instruction on oral presentations in Biology courses. Speech faculty came into the classroom to instruct students in oral presentation delivery. Rubrics for oral presentations were developed and given to the students prior to the oral presentations. Other improvements include increased instruction and development of inquiry based assignments to address deficiencies in students’ ability to solve quantitative reasoning problems.
- Engineering and Physics Departments: Results from assessment allow our faculty to improve and enhance academic excellence. Here are some results from assessment data:
  - Find topics/areas/subjects that need reinforcement.
  - Find topics/areas/subjects that need to be taught in a different way and/or with a new instructional delivery method.
  - Find topics/areas/subjects that need more teaching time and/or discussion time, and/or more homework problems.
  - Better understand how to help our students succeed if we know their strengths and weaknesses.
  - Focus our resources where the needs are.
  - Identify and work with students that are having academic difficulties.
- Chemistry faculty regularly discusses the results of assessment data and ways to improve or enhance academic excellence. A direct consequence of these discussions have been changes made in the pedagogy of certain aspects of our curriculum, specifically, how ideal gas laws are presented and the importance of the assessment of lab safety.
- Academic Senate: Discipline faculty assessed courses and used data to improve student learning.
- The Math Department is using the data of our Student Learning Outcomes to make improvements of our courses. We continually meet to discuss methods to improve student learning. We conduct 2 workshops per year, attend professional development conferences in our field annually as well as host the NVC/Pearson Mathematics conference every September.
- Discussed SLO assessment data at SPCOM Department meetings (Sept. 2011 and May 2012).
- The Modern Languages department conducted a student survey via Zoomerang to assess its program. The results are available upon request. ML faculty used the results to identify student needs related to scheduling of classes and course offerings among other relevant information.
- Social Sciences Faculty have used assessment data to incorporate additional teaching strategies, including technology.

3.3.2 Discuss development of prerequisites addressing new legislation and take action, as appropriate

- Biology faculty developed a plan for organizing curriculum to address the SB 1440 legislation. The implementation of the plan has been delayed pending resolution of course unit issues.
- All of our Chemistry courses have some kind of prerequisite. These prerequisites were evaluated last year and a change was submitted for the prerequisite for Organic Chemistry – Chem 240. The prerequisite was upgraded from General Chemistry I – Chem 120, to General Chemistry II – Chem 121 to conform with the prerequisites found at State Colleges and Universities (CSU Sacramento, UC Davis, and Berkeley).
- Social Sciences Faculty continue to support the prerequisite of successful completion of college-level English for those courses which require college-level reading and writing.
3.4 Provide a welcoming environment that is free from discrimination.

Activities/Measures

3.4.1 Promote and sponsor activities via the Inclusivity Committee, Student Services Office and Office of Student Life.

- The Inclusivity Committee completed a review of the Diversity Taskforce Recommendation document and developed a mission statement.
- This year the Inclusivity Committee completed three initiatives intended to improve the college’s support for LGBT students and the institutions rating on the National Campus Climate Index. We created a Safe Space Program that offers training for college staff and signage supporting LGBT students. Over 30 members of the college community completed the training and 70 more are in progress. We created an LGBT Studies Program, which is only the second of its kind in the state. We accomplished this in partnership with City College of San Francisco. Finally, we obtained a $1000 donation from the community to establish an LGBT book section in the library. We received a second donation of over 300 books from a second organization that together provides our college with the largest LGBT book section in the county. These three initiatives raised the college’s rating on the National Campus Climate Index from one star to three out of five.
- Launching the Welcome Center in Summer 2012 provided a welcoming environment for new and returning students. Continuing students also benefit from this center of campus information and assistance.
- The Physical Education, Health, Athletics, and Dance Division surveyed students in all classes regarding their view of their own proficiency in a variety of student learning outcomes. From the data collected, the division is adjusting teaching emphasis in areas where need is demonstrated.
- The Chemistry Department promotes activities offered by the Office of Student life and is actively involved in their success. Specifically, faculty members regularly attend club events like SACNAS, SHPE, and MESA and occasionally we are asked to be guest speakers or attendees.
- Social Sciences Faculty participated in "Safe Space Training Program," at Napa Valley College, August/September 2012.
- The Associated Students of Napa Valley College sponsored a very successful Fall 2011 Diversity Speaker Series. Members of the Inclusivity Committee and campus community as well as Napa Valley community attended. Presenters spoke on various societal and educational issues.

3.4.2 Review results of student and staff surveys and respond with initiatives as necessary and appropriate

- After reviewing the results of the Student Services survey, some of the student concerns were addressed by providing the needed support in the Welcome Center.
- The Math Department instructors continuously use our student surveys to make improvements in our teaching methods and strategies.
- Social Sciences Faculty have regularly utilized the results of student surveys and evaluations to make alterations to course content or method of delivery.
Goal 4. Student Success

Napa Valley College will provide students with the opportunity to achieve their educational and career goals.

In order to achieve this goal, the college will provide basic skills education, assess and place students into appropriate courses, and implement Strategic Enrollment Management.

STRATEGY
4.1 Define “student success” for NVC

Activities/Measures
4.1.1 Identify and monitor measures of student success

- In the Physics Department’s view, student success has three aspects: academic, extra-curricular, and professional. Academic success is monitored mainly via homework, exams, laboratories, and student participation in classroom. Student Learning Outcomes assessment results provide a monitoring mechanism of academic student success. In addition, we correlate student success with student persistence. We aim to have students complete their respective sequence of class from our department successfully. When students have academic difficulties, we strongly encourage them to take advantage of the resources on campus. Such resources include student support programs, counseling, mathematics success center, and faculty. In many cases, students that follow our advice succeed and transfer to a 4-year college.

- Through Program Evaluation and Planning (PEP), and the assessment of SLO’s, the Chemistry department actively monitors student success in its program. The goal has been to increase the program passing rate.

- The SME Division reviewed student success statistics with institutional research and established benchmarks of persistence.

- The Math Department uses the SLO assessments to measure and monitor student success. We use dept meetings and individual meetings to discuss methods to improve student success. Encouraging students to use the Math Center resources for reinforcement is also used.

- The Modern Languages (ML) faculty continues to monitor the advisory Spanish placement exam and its effectiveness. ML faculty have frequent discussions regarding the appropriateness of the exam. ML faculty continues to collect assessment data.

- The Social Sciences Faculty have begun building LLRC student success workshops into History syllabi.

- Schedule A of the 2012-2013 unit plan for Research, Planning, and Development indicates that the unit will “continue to support institutional planning.” With respect to the Strategic Plan, the office will coordinate a campus-wide discussion among constituency groups to define “student success” and identify appropriate measures for tracking success. The results from the Student Services Outcomes Survey conducted in spring 2011, in which students were asked to define “student success” from their perspective, will be integrated into the discussion.

Pending those activities, the measures of student success identified in the 2005-2011 Strategic Plan have been updated as follows:
1. Increase the number of degrees awarded

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Degrees</th>
<th>Change (vs. Previous Year)</th>
<th>Number of Students</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
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<td>2004-2005</td>
<td>685</td>
<td>0.7%</td>
<td>374</td>
<td>1.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>506</td>
<td>-26.1%</td>
<td>280</td>
<td>-25.1%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>608</td>
<td>20.2%</td>
<td>383</td>
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<tr>
<td>2007-2008</td>
<td>615</td>
<td>-1.2%</td>
<td>376</td>
<td>-1.8%</td>
</tr>
<tr>
<td>2008-2009</td>
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<td>4.1%</td>
<td>415</td>
<td>10.4%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>640</td>
<td>--</td>
<td>419</td>
<td>1.0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>627</td>
<td>-2.0%</td>
<td>463</td>
<td>10.5%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>565</td>
<td>-9.9%</td>
<td>450</td>
<td>-2.8%</td>
</tr>
</tbody>
</table>

Source: Napa Valley College Management Information Systems (MIS) Awards Files

2. Increase the number of certificates awarded

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Certificates</th>
<th>Change (vs. Previous Year)</th>
<th>Number of Students</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>166</td>
<td>-34.6%</td>
<td>166</td>
<td>-32.2%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>194</td>
<td>16.9%</td>
<td>192</td>
<td>15.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>226</td>
<td>16.5%</td>
<td>225</td>
<td>17.2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>199</td>
<td>-11.9%</td>
<td>199</td>
<td>-11.6%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>291</td>
<td>46.2%</td>
<td>289</td>
<td>45.2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>207</td>
<td>-28.9%</td>
<td>205</td>
<td>-29.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>276</td>
<td>33.3%</td>
<td>273</td>
<td>33.2%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>225</td>
<td>-18.5%</td>
<td>222</td>
<td>-18.7%</td>
</tr>
</tbody>
</table>

Source: Napa Valley College Management Information Systems (MIS) Awards Files

3. Increase the number of transfers to four year colleges and universities

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>CSU</th>
<th>UC</th>
<th>Total</th>
<th>Change in Total CSU &amp; UC Transfers (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>223</td>
<td>47</td>
<td>270</td>
<td>8.9%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>202</td>
<td>63</td>
<td>265</td>
<td>-1.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>210</td>
<td>81</td>
<td>291</td>
<td>9.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>222</td>
<td>58</td>
<td>280</td>
<td>-3.8%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>198</td>
<td>59</td>
<td>257</td>
<td>-8.2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>155</td>
<td>74</td>
<td>229</td>
<td>-10.9%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>219</td>
<td>93</td>
<td>312</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

Sources: California Postsecondary Education Commission Transfer Pathways Data for 2004-2005 through 2009-2010; Chancellor’s Office Transfer Data for 2010-2011.
4. Increase successful course completion

Definition: Successful course completion rate – percent of students who are successful in courses (i.e., who receive grades of A, B, C, CR/P) out of total students enrolled in courses (A, B, C, D, F, CR/P, NC/NP, I, W)

### Successful Course Completion Rates in Credit Courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>69.6%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>69.3%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>71.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>70.7%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>70.9%</td>
<td>--</td>
</tr>
<tr>
<td>2010-2011</td>
<td>73.2%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files

### Successful Course Completion Rates in Vocational Courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>76.4%</td>
<td>--</td>
</tr>
<tr>
<td>2006-2007</td>
<td>77.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>76.9%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>74.6%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>77.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>77.3%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2009-2012 Reports
5. Increase student retention

**Definition:** Retention rate – percent of students who are retained in courses (i.e., who receive grades of A, B, C, D, F, CR, NC, I) out of total students enrolled in courses (A, B, C, D, F, CR, NC, I, W).

### Retention Rates in Credit Courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Retention Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>81.8%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>84.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>85.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>86.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>86.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>85.0%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>86.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*
6. Increase student persistence

**Definition:** Persistence rate - percent of students enrolled in one academic term that are also enrolled in the next academic term.

**Persistence Rates: Fall-to-Fall & Fall-to-Spring Persistence**

<table>
<thead>
<tr>
<th>Period Examined</th>
<th>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
<th>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 to 2005</td>
<td>38.8%</td>
<td>-1.7%</td>
<td>58.1%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2005 to 2006</td>
<td>41.0%</td>
<td>2.2%</td>
<td>58.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2006 to 2007</td>
<td>42.9%</td>
<td>1.9%</td>
<td>60.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2007 to 2008</td>
<td>42.0%</td>
<td>-0.9%</td>
<td>60.8%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2008 to 2009</td>
<td>45.1%</td>
<td>3.1%</td>
<td>62.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2009 to 2010</td>
<td>45.7%</td>
<td>0.6%</td>
<td>66.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>2010 to 2011</td>
<td>--</td>
<td>--</td>
<td>68.1%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data Files, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*

7. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and Math

**Basic Skills Improvement Rates**

<table>
<thead>
<tr>
<th>Period</th>
<th>Total (English &amp; Math)</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>53.4%</td>
<td>--</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>49.3%</td>
<td>-4.1%</td>
</tr>
<tr>
<td>2005-2006 to 2007-2008</td>
<td>61.4%</td>
<td>12.1%</td>
</tr>
<tr>
<td>2006-2007 to 2008-2009</td>
<td>62.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2007-2008 to 2009-2010</td>
<td>59.9%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>2008-2009 to 2010-2011</td>
<td>60.8%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

*Source: Accountability Reporting for the Community Colleges (ARCC) 2009 – 2012 Reports*
8. Increase the percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college-level course within 2 years of taking the ESL course

<table>
<thead>
<tr>
<th>Period</th>
<th>ESL</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>21.7%</td>
<td>--</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>27.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>2005-2006 to 2007-2008</td>
<td>44.3%</td>
<td>16.8%</td>
</tr>
<tr>
<td>2006-2007 to 2008-2009</td>
<td>46.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2007-2008 to 2009-2010</td>
<td>52.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>2008-2009 to 2010-2011</td>
<td>43.3%</td>
<td>-9.1%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2009 – 2012 Reports

9. Increase enrollments

Definition: Enrollments – Total course enrollments (i.e., a student taking three courses is counted as three enrollments).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit Number</th>
<th>Change (vs. Previous Year)</th>
<th>Non-Credit Number</th>
<th>Change (vs. Previous Year)</th>
<th>Total Number</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>35,078</td>
<td>-2.0%</td>
<td>9,818</td>
<td>8.0%</td>
<td>44,896</td>
<td>0.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>32,776</td>
<td>-6.6%</td>
<td>12,459</td>
<td>26.9%</td>
<td>45,235</td>
<td>0.8%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>33,620</td>
<td>2.6%</td>
<td>10,751</td>
<td>-13.7%</td>
<td>44,371</td>
<td>-1.9%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>35,525</td>
<td>5.7%</td>
<td>10,447</td>
<td>-2.8%</td>
<td>45,972</td>
<td>3.6%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>37,923</td>
<td>6.8%</td>
<td>10,346</td>
<td>-1.0%</td>
<td>48,269</td>
<td>5.0%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>39,690</td>
<td>4.7%</td>
<td>9,402</td>
<td>-9.1%</td>
<td>49,092</td>
<td>1.7%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>38,614</td>
<td>-2.7%</td>
<td>5,484</td>
<td>-41.7%</td>
<td>44,098</td>
<td>-10.2%</td>
</tr>
</tbody>
</table>

Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files
10. Increase total headcount

**Definition:** Headcount – Total number of students enrolled in credit courses.

### Headcount: Credit, Non-Credit, and Total

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>10,436</td>
<td>-5.4%</td>
<td>5,224</td>
<td>19.3%</td>
<td>14,254</td>
<td>-5.7%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>9,829</td>
<td>-5.8%</td>
<td>6,168</td>
<td>18.1%</td>
<td>15,264</td>
<td>7.1%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>9,952</td>
<td>1.3%</td>
<td>5,166</td>
<td>-16.2%</td>
<td>14,532</td>
<td>-4.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>10,121</td>
<td>1.7%</td>
<td>4,969</td>
<td>-3.8%</td>
<td>14,336</td>
<td>-1.3%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>10,418</td>
<td>2.9%</td>
<td>5,292</td>
<td>6.5%</td>
<td>14,763</td>
<td>3.0%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>9,893</td>
<td>-5.0%</td>
<td>4,540</td>
<td>-14.2%</td>
<td>13,784</td>
<td>-6.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9,270</td>
<td>-6.3%</td>
<td>2,265</td>
<td>-50.1%</td>
<td>11,275</td>
<td>-18.2%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*

*Total headcount includes only one observation for each student enrolled in both credit and non-credit courses. Therefore, the sum of credit + non-credit exceeds the total reported in this column. In 2003-2004, 294 students were enrolled in both credit and non-credit courses. In 2004-2005 through 2010-2011, there were 1406, 733, 586, 754, 947, 649, and 260 students, respectively, enrolled in both kinds of courses.*
11. Increase diversity among the student population

### Diversity among the Credit Student Population, Based on Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases</td>
<td>9,952</td>
<td>10,121</td>
<td>10,418</td>
<td>9,893</td>
<td>9,270</td>
<td>-6.3%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55.9%</td>
<td>55.9%</td>
<td>54.8%</td>
<td>55.7%</td>
<td>55.4%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Male</td>
<td>42.5%</td>
<td>42.7%</td>
<td>43.8%</td>
<td>43.2%</td>
<td>43.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.1%</td>
<td>1.0%</td>
<td>-0.1%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>5.7%</td>
<td>5.7%</td>
<td>6.4%</td>
<td>5.0%</td>
<td>6.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.3%</td>
<td>4.1%</td>
<td>3.7%</td>
<td>3.3%</td>
<td>3.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>10.4%</td>
<td>10.5%</td>
<td>10.3%</td>
<td>8.3%</td>
<td>9.6%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>21.2%</td>
<td>21.6%</td>
<td>22.7%</td>
<td>19.4%</td>
<td>27.0%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.8%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>-</td>
</tr>
<tr>
<td>Other/Multiple</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>--</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>White</td>
<td>46.9%</td>
<td>46.3%</td>
<td>44.8%</td>
<td>35.6%</td>
<td>39.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>9.7%</td>
<td>9.7%</td>
<td>9.8%</td>
<td>27.7%</td>
<td>11.2%</td>
<td>-16.5%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 21</td>
<td>29.4%</td>
<td>30.7%</td>
<td>32.3%</td>
<td>33.7%</td>
<td>32.8%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>21 to 29 years</td>
<td>29.7%</td>
<td>29.3%</td>
<td>31.6%</td>
<td>32.4%</td>
<td>34.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>30 to 39 years</td>
<td>16.2%</td>
<td>15.1%</td>
<td>14.4%</td>
<td>13.3%</td>
<td>13.3%</td>
<td>--</td>
</tr>
<tr>
<td>40 to 49 years</td>
<td>12.3%</td>
<td>12.0%</td>
<td>10.5%</td>
<td>9.8%</td>
<td>9.0%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td>12.4%</td>
<td>12.7%</td>
<td>11.2%</td>
<td>10.8%</td>
<td>10.2%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>--</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Reported</td>
<td>5.6%</td>
<td>5.3%</td>
<td>4.9%</td>
<td>4.4%</td>
<td>4.2%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>No Disability Reported</td>
<td>94.4%</td>
<td>94.7%</td>
<td>95.1%</td>
<td>95.6%</td>
<td>95.8%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*
12. Increase diversity among the faculty and staff population

### Administrative/Confidential

<table>
<thead>
<tr>
<th>Year</th>
<th># of Hires</th>
<th># of Diverse Hires</th>
<th>% of Diverse Hires</th>
<th>Total Administrative/Confidential</th>
<th># of Diverse Administrative/Confidential</th>
<th>% of Diverse Administrative/Confidential</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
<td>41</td>
<td>8</td>
<td>19.51%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>4</td>
<td>1</td>
<td>25.00%</td>
<td>41</td>
<td>9</td>
<td>21.95%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>1</td>
<td>50.00%</td>
<td>43</td>
<td>8</td>
<td>18.60%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4</td>
<td>1</td>
<td>25.00%</td>
<td>45</td>
<td>8</td>
<td>17.78%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>1</td>
<td>25.00%</td>
<td>47</td>
<td>10</td>
<td>21.28%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>1</td>
<td>50.00%</td>
<td>43</td>
<td>10</td>
<td>23.26%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>7</td>
<td>1</td>
<td>14.29%</td>
<td>34</td>
<td>8</td>
<td>23.53%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
<td><strong>6</strong></td>
<td><strong>24.00%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Napa Valley College Office of Human Resources

**Note:** Data reflect employees in the following monitored groups: African American, Asian/Pacific Islander, Hispanic, and Native American.

### Contract/Regular Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th># of Hires</th>
<th># of Diverse Hires</th>
<th>% of Diverse Hires</th>
<th>Total Faculty</th>
<th># of Diverse Faculty</th>
<th>% of Diverse Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>4</td>
<td>0</td>
<td>0.00%</td>
<td>101</td>
<td>24</td>
<td>23.76%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>11</td>
<td>2</td>
<td>18.18%</td>
<td>101</td>
<td>22</td>
<td>21.78%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13</td>
<td>5</td>
<td>38.46%</td>
<td>108</td>
<td>27</td>
<td>25.00%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>1</td>
<td>12.50%</td>
<td>108</td>
<td>28</td>
<td>25.93%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>10</td>
<td>4</td>
<td>40.00%</td>
<td>112</td>
<td>25</td>
<td>22.32%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>5</td>
<td>50.00%</td>
<td>108</td>
<td>26</td>
<td>24.07%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>94</td>
<td>22</td>
<td>23.40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
<td><strong>13</strong></td>
<td><strong>27.08%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Napa Valley College Office of Human Resources

**Note:** Data reflect employees in the following monitored groups: African American, Asian/Pacific Islander, Hispanic, and Native American.
## Regular Classified

<table>
<thead>
<tr>
<th></th>
<th># of Hires</th>
<th># of Diverse Hires</th>
<th>% of Diverse Hires</th>
<th>Total Regular Classified</th>
<th># of Diverse Classified</th>
<th>% of Diverse Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>21</td>
<td>3</td>
<td>14.29%</td>
<td>133</td>
<td>52</td>
<td>39.10%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>29</td>
<td>10</td>
<td>34.48%</td>
<td>146</td>
<td>54</td>
<td>36.99%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>18</td>
<td>8</td>
<td>44.44%</td>
<td>152</td>
<td>59</td>
<td>38.82%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>29</td>
<td>12</td>
<td>41.38%</td>
<td>152</td>
<td>61</td>
<td>40.13%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>18</td>
<td>3</td>
<td>16.67%</td>
<td>168</td>
<td>62</td>
<td>36.90%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
<td>157</td>
<td>62</td>
<td>39.49%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8</td>
<td>2</td>
<td>25.00%</td>
<td>151</td>
<td>63</td>
<td>41.72%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>125</strong></td>
<td><strong>38</strong></td>
<td><strong>30.40%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Office of Human Resources*

*Note: Data reflect employees in the following monitored groups: African American, Asian/Pacific Islander, Hispanic, and Native American.*

## Salaried Professionals

<table>
<thead>
<tr>
<th></th>
<th># of Hires</th>
<th># of Diverse Hires</th>
<th>% of Diverse Hires</th>
<th>Total Professionals</th>
<th># of Diverse Professionals</th>
<th>% of Diverse Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>8</td>
<td>6</td>
<td>75.00%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
<td>6</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>8</td>
<td>4</td>
<td>50.00%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>5</td>
<td>2</td>
<td>40.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>5</td>
<td>2</td>
<td>40.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
<td><strong>20.00%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Office of Human Resources*

*Note: Data reflect employees in the following monitored groups: African American, Asian/Pacific Islander, Hispanic, and Native American.*

## Total Hires vs Total All Regular Employees (2010-2011)

<table>
<thead>
<tr>
<th></th>
<th># of Hires</th>
<th># of Diverse Hires</th>
<th>% of Diverse Hires</th>
<th># of Employees</th>
<th># of Diverse Employees</th>
<th>% of Diverse Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2011</td>
<td>207</td>
<td>59</td>
<td>28.50%</td>
<td>282</td>
<td>94</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Office of Human Resources*

*Note: Data reflect employees in the following monitored groups: African American, Asian/Pacific Islander, Hispanic, and Native American.*
4.1.2 Identify benchmarks

- In the Engineering and Physics departments, benchmarks include but are not limited to:
  - Number of students that transfer to a 4-year college/university.
  - Number of students that complete sequence of classes with a C or better.

In addition, there are benchmarks set by the SLO assessment guidelines.

- The Chemistry department uses a 65% passing rate as a benchmark. Based on this benchmark we have one underperforming class, Chem 111 (62.4%) and to a lesser degree, but no less important, Chem 110 (66.25%). All other chemistry classes have a passing rate of 70% or above.

- Oral assessments and interviews were utilized by Modern Languages faculty in implementing strategies to increase student success.

4.1.3 Implement strategies to increase student success

- Year over year the Engineering and Physics departments continue to use strategies that lead to student success. In addition, they seek new strategies that have an impact on a larger population of students.

- The HSI STEM Grant has provided funding for Supplemental Instruction and we anticipate adding a Supplemental Instructor to these classes starting in the Spring 2013. It has been shown that students attending SI session will increase their performance by 0.6 grade point average. This has the effect of changing a grade from a C to a B-. The chemistry department is also looking at pedagogy as a way to increase student success.

- The Math Department uses different teaching techniques besides the lecture to increase student success. Group work and projects are used to do this. This is a common practice among the Math Department. Students are encouraged to use the Math Center for tutoring and extra help. This increases student learning. The Math Department also started a Redesign course in our beginning and intermediate algebra courses.

- Umoja discussed SLO assessments data for counseling courses, speech courses, and program outcomes; Umoja holds regular monthly meetings.

- The English Department continues to support Learning Communities at the developmental and transfer-levels.

- Modern Languages faculty reviewed student survey results and implemented specific strategies to increase student success, such as: email students prior to the beginning of the semester asking them to take the advisory placement exam prior to the first day of classes to identify students' proper placement in order to suggest a different and more appropriate level for students. When needed, ML faculty offered to provide advice to students regarding placement. In some cases, ML faculty conducted one-on-one oral assessments to accurately identify the student's placement level.

- Data from Program Evaluation & Planning, course SLO data, and student performance and retention data have been consistently utilized to shape course structure and course offerings in the Social Sciences Division in an effort to improve student success.

- Social Sciences Faculty increasingly incorporate announcements of writing center and LLRC services into their syllabi.
STRATEGY

4.2 Improve success among basic skills students

Activities/Measures

4.2.1 Explore new assessment and placement options

- The SME Division worked with Basic Skills students with GPS equipment.
- Studies support mandatory assessment and placement are best practices to improve student outcomes. Mandatory assessment and placement practices are in place for English courses, but not in math. The BSI committee included a planned action to implement required placement testing for Math 55, 90 and 94 in their 2011-2012 Basic Skills Action Plan. Direct activities were conducted throughout the year to implement mandatory testing and placement by fall 2012. Although many activities took place throughout the year to implement this goal, it was unrealistic to implement by fall 2012. The goal is in progress and on target for fall 2013.
- The Engineering Department encourages engineering students to take ENGI 110 – Introduction to Engineering. This way students will be better prepared for the academic rigor and challenges in an engineering field.
- The Physics Department encourages students to take PHYS 110 – Descriptive Physics. This way students will be better prepared for the academic rigor and challenges in an engineering field.
- The Math Department is working with the LLRC to mandate mandatory placement testing for the Basic skill classes, Beginning and Intermediate Algebra. We have also instituted a new Redesign class for both of these courses.

4.2.2 Periodically review placement practices by conducting local validation studies and testing for disproportionate impact (per Chancellor’s Office requirements)

- The Math Department will do this when placement tests for math are put in place.

4.2.3 Report placement results to campus community

- Placement results are shared with the campus community through the research office, official data in the Chancellor.

4.2.4 Implement Basic Skills Plan

- The Math Department is implementing two new Redesign Algebra classes this year.
- Social Sciences Faculty revised writing program to incorporate additional scaffolds for English Learners, such as evidence-gathering charts, argument development activities, and reading-to-writing activities in line with the Common Core Standards for Literacy.
- Institutional leadership supports a commitment to the basic skills program. In the past year, NVC restructured the basic skills committee from an Ad Hoc Steering committee to an Academic Senate committee. Members actively represent math, English and ESL, counseling. It is a co-chaired committee with one faculty Chair, and the dean of the Library and Learning Resources. This new structure has allowed for faculty to actively engage in conversations, planning and training to ensure that effective practices that meet the needs of basic skills students are planned, implemented and supported by the institution.

Goals were established and written into the 2011-2012 Basic Skills Allocation Plan and Expenditure Plan and submitted to the Chancellor’s Office. Planned actions were written in the following five areas and actions are noted within each area:
1. Improve and increase the effectiveness of the English 85 Learning Community through continued support and the development of two English 90 transfer learning communities

Research supports the integration of counseling with instruction as a best practice. It is essential that the counseling component is built into the curriculum of basic skills students. Built on this research, and the fact that basic skills students “don’t do optional,” NVC developed the English Learning Communities for all students entering English 85 (two levels below transfer English). English 85 classes are hard linked with English 84 (the Writing Center), and a counseling class. The counseling course is taught by a counselor with specialized training in learning communities. This gives students daily access to formal and informal counseling assistance. The counselor works with the English instructors to create a welcoming environment that supports students receiving the assistance they need to overcome obstacles that may keep them from being successful. This model is largely responsible for our success rates in course completion and improvement rates for writing and reading.

This year, the Basic skills Committee supported the development of two English 90 transfer learning communities to continue to support those students interested in moving through the English sequence of classes to transfer.

2. Implement required math placement testing for Math 55, 90 and 94

Activities were conducted throughout the year to implement mandatory placement testing for math. Although close to implementation, this goal continues in 2012-2013.

3. Provide comprehensive academic support to basic skills students through CRLA trained tutors

Tutoring support can have a tremendous impact on supporting basic skills students in the academic setting. NVCs annual course completion rate for credit basic skills classes in math of 51.0%, and writing of 66.9% can be attributed to students having access to tutoring resources. Basic Skills allocations have allowed NVC to continue to provide trained tutors under the model by the College Reading and Learning Association (CRLA). This model focuses on teaching students how to learn, rather than merely getting help with an assignment. All tutors on campus are CRLA certified.

Tutors work along with the Instructional Assistants in the Writing Center. In addition, tutors are readily available in the Math Center. Both the Writing and Math Centers are centrally located on campus to promote visibility and accessibility to students.

The Writing Center provides ongoing support to students taking English courses through 1) enrolling in English 84, or 2) on a drop in basis. All of English 85 Learning Communities (two levels below transfer) are hard linked with the Writing Center (students must also enroll in English 84). The Writing Center works with 300 basic skills students enrolled in English 84 per semester.

4. Participate in professional development activities on effective practices for teaching to basic skills students

Faculty participating in the English Learning Communities engaged in professional development activities that take training beyond the “one shot” workshop approach. They attended two retreats throughout the year to stay current in methods to reach and teach “at risk” basic skills learners. Equally, they were supported in meeting frequently for Brown Bag discussions and attending statewide trainings.

This year our Basic Skills committee turned its attention to better address the needs of our math and ESL students. Representative faculty from the math department traveled to a conference to learn about new teaching methods for math using technology to engage students. As a result, a
new redesign Math 90 class was implemented fall 2012. As well, our ESL Coordinator researched the needs of ESL students in night classes when many of the services on campus are not available. A bi-lingual counselor was hired for a semester to assist ESL students with Educational Planning, connect students to support systems and provide counseling to overcome obstacles that may be keeping them from being a successful college student.

In the area of reading, the Basic skills Committee supported the professional development of an English faculty in the Reading Apprenticeship (RA) methods. RA is documented to have a major impact on increasing reading skills. She plans to continue her training along with another faculty member. The larger goal is for these two instructors to provide cross training throughout disciplines through our Teaching and Learning Center.

5. **Research new methods to provide effective tutoring and/or supplemental Instruction (SI) to English, math and ESL students**

In the spring of 2012, representatives from the Basic Skills Committee traveled to Chaffey College to observe the Student Success model. This model enables instructors to address the varied needs of basic skills students through using Success Centers. Success Centers provide workshops, guided learning groups, and one on one instruction to help students gain the skills necessary to navigate the demands of college classes.

The recommendation to support this model was made to the campus. Implementation of the model is underway. This fall, the Library Success Center is offering workshops; the Writing Center is providing a series of guided learning groups to improve grammar and writing skills. The math department is currently in process of planning and implementing a Math Success Center.

### 4.2.5 Increase transition to college level courses

- During 2011-2012, along with English 85 Learning Communities, two English 90 Transfer Learning Communities were implemented to assist students into transitioning into college level English 120.
- The purpose of our basic skills classes is to bring more students up to the level of college level courses. With these new programs, we should see an increase in the number of students ready for college level Math classes.
STRATEGY
4.3 Educate students about career/transfer options

Activities/Measures
4.3.1 Increase and/or clarify career and transfer pathways
- The HSI STEM Grant has provided funding for an HSI STEM Counselor. The Chemistry faculty has been in contact with this counselor to clarify the needs of Chemistry students and Science students in general to clarify career pathways and transfer requirements. The Chemistry faculty regularly advises students to talk to the STEM Counselor to discuss and clarify their career options.
- The Math Department works with students and their counselors to clarify career and transfer pathways.
- The ESL program has successfully collaborated with the Career Center to educate advanced ESL students about career pathways available at NVC. During this process, the students have been introduced to the Eureka Career Search software program as well as other services offered by the Career Center.
- Social Sciences Faculty presentation to student - “This is Chess Not Checkers: The Importance of Learning to Negotiate the Transition to College” Keynote Address at the M.E.Ch.A. Raza Youth Conference (Santa Rosa, CA), April 28, 2012.
- Social Sciences Faculty participated in the “Second Annual Dreamers Conference,” at Napa Valley College, April 28, 2012, to explain transfer pathways.
- The SME Division developed brochures, flyers and other marketing materials; and educated students about training and certification in the earth science area;
- Faculty are developing a Sociology Interest/Study/Transfer meeting time for the dissemination of information necessary for student success, career opportunities, and transfer strategies.

4.3.2 Promote AA/AS/Certificates/Transfers
- Students regularly come to the Chemistry faculty to discuss career choices and we always promote acquisition of an AA or AS degree and well as any certificates that they may obtain or transfers to other colleges. We always promote further education with our students.
- The SME Division developed new certificates in EES and statewide GIS programs.
- The Math Department works with students on a daily basis to promote and encourage students to take Math courses necessary for their degrees, certificates or their transfer requirements.
- The Spanish department continues to promote the Spanish AA Degree via various mechanisms: NVC ML’s webpage, Instructors’ webpages, Facebook page, and in the classroom with Spanish students. Additionally, the Spanish department developed Spanish degree brochures that are distributed to Spanish students.
- Faculty have been continuing to promote the Psychology AA degree. New fliers have been printed and are being made available outside of my office and in classrooms at the end of the semester.
- The Transfer Center had 44 universities participate in our Transfer Day last year. Justin Siena was the only high school that sent students.
- NVC continues to offer the concurrent enrollment program at UC Berkeley.

4.3.3 Increase number of completed Educational Plans among students with goals of degree/transfer
- The Math Department works with counselors when necessary to help with the student’s educational goals and requirements.
- Social Sciences Faculty have joined Transfer Advocate Program.
- Counseling Division continued their efforts to use available technology for developing Educational Plans.

4.3.4 Report transfer statistics & Transfer Agreement Guarantees
- There were 219 NVC transfers to CSUs in ’10-11. Information available via the Transfer Center website under “data”. 

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• There were 93 NVC transfers to UCs in ‘10-'11 based on data disclosed by the University of California Office of the President upon request.
• There were 117 NVC transfers to Independents or In-State-Privates and 93 transfers to Out-of-State schools in '09-'10 based on the California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions in 2009-2010 report found under the Chancellor’s Office website.
• There were 65 UC Approved Transfer Admission Guarantees (TAGs) for F’12. (58 of those students applied to the UC, 55 were admitted -fulfilled their TAG, and 29 accepted their acceptances.)

4.3.5 Develop transfer degrees based on SB1440 legislation

• The Math Department recently developed the SB1440 degree.
• Communication Studies 1440 degree approved Spring 2012.
• Currently, the Spanish TMC is being developed. Once the Chancellor’s Office approves the Spanish TMC, the NVC Spanish department faculty will develop a 1440 Spanish degree.
• Faculty in Sociology began work on “Social Science Methods and Research" course as part of various social science AAs.
• Social Sciences Faculty have developed a Sociology Transfer Degree option which has been approved by the Chancellor’s Office.
• Faculty in Psychology are currently considering some elements of curriculum revision, which may include the development of a new Research Methods course either independently or in combination with the Sociology Department.

STRATEGY
4.4 Improve processes and services to support student success.

Activities/Measures
4.4.1 Complete the “is” and “should” maps from the Strategic Enrollment Management task force.

• The SME Division continues working with the EWD Environmental Training Centers to develop data driven guidance for students with interests in employment opportunities in EH&S.
• Teams 1 and 2 have completed their "is" and "should" maps. Team 3 maps will be completed as of December 2012.
• SEM Team 2 completed the ‘is’ and ‘should’ maps for enrollment in spring 2012.
• Admissions and Records has implemented the process improvement model of creating 'is' maps and 'should' maps for other departmental processes.
• SEM Team 1 – Pre-Enrollment (Outreach) Team Leader. Staff from the Financial Aid/EOPS Office, Educational Talent Search, Upward Bound, Counseling, Student Services, Human Resources, and Admissions and Records, Career Technical Education, and UVC all participated in developing the "IS" and "Should" maps and identifying disconnects. It was determined that pre-enrollment activities are ongoing processes that must be modified and developed to meet the needs of the College and the community. Therefore, the pre-enrollment “Should” map will continue to be a “work in progress” document.

4.4.2 Develop and implement the Strategic Enrollment Plan

• The Strategic Enrollment plan is the final report for this particular project. The plan is currently in draft form and will be completed in spring 2013.

4.4.3 Prepare annual report of Strategic Enrollment Management Plan

• An annual report of the implementation of the Strategic Enrollment recommendations will be completed each year. In the meantime the SEM Committee has reported progress to the Board of Trustees each year.
4.4.4 Make data driven decisions to support student success

- Some recommendations based on early data have already been implemented, i.e. the Welcome Center. Other recommendations from the final report will be discussed and considered for implementation.

4.4.5 Assess Strategic Enrollment Management process changes

- The SEM Committee deployed a survey to assess the current SEM process and will continue to assess process changes. This will include an end of the project assessment. Any recommendations that result in changes to a particular unit will then be assessed through our regular planning and budget process.

Goal 5. Organization Effectiveness

Napa Valley College will strengthen organization effectiveness.

In order to achieve this goal, the college will utilize evidence based and participatory decision making, support professional and leadership development, maintain high quality staff, promote health and safety, and align resources with the Strategic Plan.

STRATEGY
5.1 Enhance research and analysis capacity for data driven decision making, planning and reporting

Activities/Measures
5.1.1 Expand resources to support research

- Work to address this Planning Agenda item was completed July, 2012. Activities undertaken to address this item are summarize below.

  The college has recognized the importance of this recommendation, and NVC has taken action toward addressing this recommendation:
  o The college’s 2011-2014 Strategic Plan includes a strategy to “Enhance research and analysis capacity for data driven decision making, planning and reporting.”
  o The Institutional Advancement Office moved into new space in the Administration Building 1500 in July 2011 providing a more efficient space for the research office to support faculty and staff research requests and providing office space for the newly hired research analyst.
  o A 1.0 FTE research analyst position was hired in July, 2012 funded .5 through a Hispanic Serving Institution Science Technology Engineering and Math (STEM) grant and .5 through the general fund.

5.1.2 Offer training to faculty and staff

- The SME Division will continue to work with the EWD Centers of Excellence to determine needed training in the EES field.

5.1.3 Enhance student demographic data collection in order to monitor diversity and promote inclusivity

- The Declare Yourself Committee continued its efforts to collect demographic data on an ongoing basis by working collaboratively with other campus offices and programs that already collect ethnicity data via their intake forms to ensure that we sustain or increase our 25% of Hispanic FTES in case students do not include it in their CCCapplication.
STRATEGY
5.2 Strengthen the culture and practice of shared governance for administrators, classified staff, faculty and students

Activities/Measures
5.2.1 Review campus committee structure and adjust to increase effectiveness as necessary

- The Vice President of Instruction worked with the Instruction Council to improve the dissemination of information to faculty in divisions through the established structure.
- Office of Instruction staff reviewed website and other means for providing information, such as Office of Instruction newsletter.
- The SME Division offered training to faculty and staff.
- The Associated Students of Napa Valley College continue to assign student representatives in various committees to ensure that the students’ voices are heard during decision making.
- The Administrative Senate elected new officers in July 2012 and has appointed administrators to various committees (hiring, standing, etc.) as needed.

5.2.2 Review all policies, including Shared Governance policies (D1140, D1150) and procedures, for adherence to current college needs and state standards. Recommend revisions as needed

- The Administrative Senate has reviewed and provided input on District policies as requested through the shared governance process.

5.2.3 Monitor to assure that the Shared Governance policies are followed during decision making

- The Administrative Senate adheres to the shared governance process and uses it as necessary when addressing an issue that is beyond the sole preview of the Administrative Senate.

STRATEGY
5.3 Provide opportunities for professional and leadership development

Activities/Measures
5.3.1 Create and offer professional development opportunities for all faculty and staff

- NVC realizes the importance of professional development and provides ongoing activities throughout the year through the Teaching and Learning Center (TLC) for all faculty and staff. To assist faculty in staying abreast with information, technology and pedagogy, the evaluation process has professional development as a mandatory component. As well, the evaluation process for staff includes training and development activities.
- During the 2011-2012 year, 70 workshops occurred throughout the year, with 434 staff participants. Workshops included a variety of topics including Blackboard online education, mobility in education, Outlook, lecture capture technologies, English Learning Communities specialized trainings, CurricUNET, TracDat, Pearson Skills Labs, IBB training, clicker technology, customer service, equal access for students with disabilities, preventing disability discrimination, assistive technologies, SharePoint, Student Learning Outcomes (SLO), assessment and Strategic Enrollment Management (SEM).
- Mandatory workshops for classified and administrative staff included disaster response, earthquake preparedness and area coordinator training.
- Three instructional excellence days available to all staff were presented in August and January. The August, 2011 instructional excellence days provided eight repeatable workshops with 132 participants in attendance on the first day, and all full time faculty mandatory attendance for SLO and assessment training on the second day. The January 2012 trainings offered twelve repeatable workshops with a total of 182 attendees.

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• The Office of Human Resources provides ongoing hiring committee training and professional development activities in the prevention of discrimination, harassment, and retaliation in the workplace. Additional training sessions provided by the college’s Employee Assistance Program (EAP) during the 2011-2012 academic year included: Stress Management, Working in Teams, and Change Management. The total number of employees who participated in these trainings was 24.
• The Office of Human Resources continues to provide Hiring Committee Training and training in the Prevention of Discrimination, Harassment, and Retaliation in the workplace. Additional training sessions provided by the college’s Employee Assistance Program (EAP) during the 2011-2012 academic year included: Stress Management, Working in Teams, and Change Management. The total number of employees who participated in these trainings was 24.
• The Office of Student Life/Associated Students of Napa Valley College (ASNVC) had two successful student leadership retreats for its board members in the fall and spring semesters. Students also participated in the Student Senate for California Community Colleges (SSCCC) Fall General Assembly (GA) and the California Community College Student Affairs Association (CCSSAA) Fall Leadership Conference.

5.3.2 Report progress through Staff Development Committee and Teaching and Learning Center

• The Staff Development Committee meets monthly throughout the traditional school year. This committee has representatives from all three employee groups (faculty, classified and administration). The mission of the committee is to plan and coordinate college-wide staff development activities to ensure that employees are being trained in current methods and processes to best serve our student population, ranging from pedagogical to technological training. The committee is responsible for developing and implementing a comprehensive staff development plan, including annual needs assessments and evaluations of the effectiveness of planned activities. The committee makes recommendations on staff, student, and instructional improvement activities, pursuant to Title V, Section 55724. The committee also serves as the advisory committee for “flex calendar” activities and works collaboratively with the Academic Senate Professional Development Committee, which may include the implementation of flex calendar activities.

Flex activities are submitted yearly for approval to the Chancellor’s Office of California Community Colleges.

• The Teaching Learning Center (TLC) is the hub for professional development for Napa Valley College’s faculty and staff. Throughout the year the TLC provides staff development activities that reflect the needs of the campus and support goals of the Educational Master Plan, the Strategic Plan and the Chancellor’s Office California Community Colleges Flexible Calendar.

The TLC works with Staff Development and Professional Development Committees to establish and implement needs assessment processes to determine yearly activities. Staff development activities reflect assessment results. This year, 434 participants engaged in professional development activities through the TLC.

In addition, the TLC works with faculty during their evaluation process to address their professional development goals, and oversees the responsibilities for three yearly instructional excellence Flex Days.

The physical setting of the TLC has greatly improved. Located in the new Library and Learning Resource Center, the TLC is a beautiful space with cutting edge technology, including twenty laptops and eight PCs complete with specialized software to meet the professional development demands of the campus.

5.3.3 Design and implement leadership training opportunities

• The college continues to participate in a consortium with the law firm Liebert Cassidy Whitmore. Through the consortium, video conferences are provided, with the topics focusing on management and
leadership skills. During 2011-2012, workshop topics included: Going Outside the Classified Service, The Use of Technology in Managing Employees, Prevention and Control of Absenteeism, and Terminating the Employment Relationship. A total of 33 management employees attended these workshops.

- The TLC also provides leadership training opportunities for campus faculty and staff. The majority of the workshops are taught by faculty/staff considered experts in their field. Similarly, staff attending conferences and trainings off campus are encouraged to bring information back to campus to share through the “train the trainer” model. This encourages faculty and staff to assume leadership roles in their areas of expertise.
- Financial Aid is in the process of identifying department needs for possible reorganization to address the budget deficit that will not allow for vacant positions to be filled. As part of this reorganization, staff with the appropriate skills and training will be identified for reclassification into positions that hold more responsibility and higher-level job duties.
- All Financial Aid/EOPS/Pre-College TRIO staff are offered opportunities for professional development. During the 2011-2012 year, FA/E/T staff attended 32 separate events, including on- and off-campus conferences, webinars, and other trainings. Staff had the opportunity to attend personal and professional development workshops offered by NVC. Some of the trainings attended were:
  - Ensuring Transfer Success
  - Puente Counselor Summit
  - WAVES Conference (Veterans)
  - CCCSFAAA Conference (Financial Aid)
  - CCEOPSA Conference (EOPS)
  - COE Conference (Educational Talent Search)
  - NASFAA Webinars
  - UC/CSU Counselor Conferences

STRATEGY
5.4 Provide all employees with training that addresses intercultural interaction and understanding to increase their abilities to interact effectively with all students and with one another

Activities/Measures
5.4.1 Continue to offer hiring committee trainings that focus on the value of a diverse workforce, bias awareness, and the elements of cultural competence.

- Office of Human Resources trained an additional 38 faculty, staff, students, and community members with regard to EEO hiring during academic year 2011-2012. The training includes the elements of cultural competence, the value of a diverse workforce, and bias awareness. The total number of individuals trained since Spring 2008 is 215.
- The SME Division attended a STEM conference that emphasized intercultural participation in the sciences.

5.4.2 Develop and offer Phase II of the hiring committee training during 2011-2012

- Planning for this activity is still in progress.

5.4.3 Provide trainings related to bias awareness, diversity, inclusivity, and prevention of harassment, discrimination, and retaliation in the workplace

- 5.4.1 speaks to this item. Additionally, a total number of 92 faculty and staff were trained in the prevention of discrimination, harassment, and retaliation in the workplace during academic year 2011-2012.
5.5 Recruit and retain qualified employees

Activities/Measures

5.5.1 Implement new faculty hiring procedures once approved by the Academic Senate

- The Chemistry faculty make themselves available for hiring committees and always hold themselves to high standards during a hiring process. We keep abreast of the new hiring practices and use them during hiring opportunities.
- Procedures were approved by the Academic Senate in May 2011 and went through the Mutual Agreement Process in August 2011. These procedures were applied during spring semester 2012 when a total of eight faculty were hired.
- New Contract Faculty Hiring Procedures were completed and implemented Fall 2012. The procedures include enhanced recruitment procedures designed to increase diversity in the pools of qualified applicants. In addition, the procedures have strengthened the validity of the selection process by adding a performance evaluation in addition to the application and interviews included in the previous hiring process.
- SME faculty participated in the development of the full time faculty hiring procedure and the process for selecting hiring committee membership.
- SME faculty also participated in developing the new contract evaluation procedure (Moore).
- The Physics Department just hired a new full-time instructor, Erin Quealy, following the new faculty hiring procedures.
- The Math Department recently hired the new Math HSI-STEM Grant Instructor.
- The Office of Instruction hired two permanent scheduling employees.
- The SME Division participated in the hiring committees of new physics instructor.
- The Counseling Division hired three new faculty/counselors: Melinda Tran, Articulation Office; Elizabeth Lara-Medrano, HSI-STEM Counselor, and Natalie Bradley, Coordinator/Counselor for WorkAbility III.

5.5.2 Continue to employ hiring practices that ensure competency of applicants, as well as Equal Employment Opportunity guidelines

- EEO practices are followed with regard to all hiring. All employees must have completed the three-hour in person training on the importance of a diverse workforce, the elements of cultural competence, and bias awareness prior to serving on a committee. Committee members must also complete an online training on legal aspects of hiring every two years.
- In 2011-2012 for academic year 2012-2013, the college hired a total of 15 employees, three administrative/confidential, eight faculty, and four classified. The percentage of regular employees hired from the monitored groups of Asian/Pacific Islander, Native American, African American, and Hispanic was 47%, bringing our percentage of regular employees from these monitored groups to a total of 33% in 20012-2013, as compared to 32% in 2007-2008. It should be noted that this diversity information only includes data for these monitored groups and not other types of diversity, such as disability.
- The Chemistry faculty is fully aware of the need for hiring practices that result in diversity and competency among our faculty. We scrupulously hold to the values of our Academic Senate and the District.
- The Math Department continues to adhere to the guidelines as set forth by the college in its hiring procedures.

5.5.3 Provide professional development activities for staff, faculty, and administrators

- The Office of Human Resources provides ongoing hiring committee training and professional development activities in the prevention of discrimination, harassment, and retaliation in the workplace. Additional training sessions provided by the college’s Employee Assistance Program (EAP) during the
2011-2012 academic year included: Stress Management, Working in Teams, and Change Management. The total number of employees who participated in these trainings was 24.

- The Office of Human Resources continues to provide Hiring Committee Training and training in the Prevention of Discrimination, Harassment, and Retaliation in the workplace. Additional training sessions provided by the college’s Employee Assistance Program (EAP) during the 2011-2012 academic year include: Stress Management, Working in Teams, and Change Management. The total number of employees who participated in these trainings was 24.

- Office of Human Resources trained an additional 38 faculty, staff, students, and community members with regard to EEO hiring during academic year 2011-2012. The training includes the elements of cultural competence, the value of a diverse workforce, and bias awareness. The total number of individuals trained since Spring 2008 is 215.

- The SLOA faculty coordinator has provided staff development in the area of assessment. Fall 2011 Flex day activities centered on training faculty and staff in assessment.

- Two Admissions and Records Specialists/Evaluators attended a veteran training to understand how military records can be equated to college courses.

- The Admissions and Records Associate Dean attended a veteran’s training on campus to learn more about the unique challenges veteran’s face and how to remove potential barriers to their experience in college.

- Admissions and Records specialist, clerk, and associate dean attended a CCC Apply training in Sacramento.

- The Associate Dean of Admissions and Records attended the annual CACCRAO Conference in Spring 2012; a week-long SEM training, and the Chancellor’s Office sponsored CFS-320 training online and at the CACCRAO conference.

- The Admissions and Records Office provided training for new Admissions and Records Clerk.

- The Admissions and Records staff attended and participated in Campus Police sponsored emergency training.

- The Chemistry faculty have been involved in providing professional development activities. In the most recent Flex Day, both members of the Chem faculty were invited speakers on the topic of our communication ILO and in the past we have given workshops on Excel Grading and other topics.

- The Math Department provides professional development on our own campus via 2 Mathematics workshops put on by our own staff as well as our annual NVC Math Department/Pearson Publishing Mathematics Conference held every Sept. This conference provides an incredible amount of outside talent that is brought to our college and is at no cost to our college. It provides excellent staff development not only to our full time staff but also to our adjuncts. This was the first year the Math Department was able to give a stipend to our adjuncts.

STRATEGY
5.6 Take a pro-active approach to workplace and campus safety and emergency preparedness

Activities/Measures
5.6.1 Review and revise the Emergency Operations Plan as necessary

- The revision and updating the College’s Emergency Operations Plan is in progress and is expected to be completed by December 2012.

5.6.2 Conduct and coordinate appropriate emergency training

- The SME Division developed funded grant for mandated FEMA training for staff and trained staff in FEMA level 100 classes.

- The College Police and the Emergency Response Committee (ERC) has completed a matrix of required emergency training. Based on the matrix a level one class and supporting material was developed. Eleven successful sessions were conducted from June – August, 2012. The eleven sessions were targeted at Classified and Administrative/Confidential employees, which was one hundred and eight-one people. One hundred and fifty-nine people (88%) of the target groups
(Classified – 87%, Admin/Confidential – 85%) completed the training. Training for faculty will be scheduled at a later date.
- Additional classes are being developed and will be offered through 2012-13.

5.6.3 Provide training and support designed to maintain a socially and physically safe campus experience

- In the fall of 2011, NVC launched a Safe Space Program, based on two national models, two directly support LGBT students. The program includes an online training program for participants and signage that can be posted in offices, work areas, and classrooms. Implementation of this program was recommended by the ASNVC and NVC Inclusivity Committee. To date, 28 employees have been completed the training and another 70 have registered for the training.
- The College Police responded to 17,207 calls service on campus during fiscal year 2011-12.
- Napa Valley College continues to be one of the safest colleges in the Bay Area and enjoys a low crime rate; however the College is not crime free. Information about the crimes can be found in the Student Right to Know Report and the College Police Annual report or at www.nvcpd.org.
- Over the last five years the level of activity and calls for service for the College Police has steadily increased, yet the department's staffing level has remained unchanged. Despite the economic challenges, the department needs to maintain its current staffing level and staff hours to meet the demands of staff and students and maintain a safe campus.
- The College Police and the Emergency Response Committee (ERC) a campus wide earthquake and evacuation drill in October 2011 in which approximately 3000 students and staff participated.
- The College Police and the Emergency Response Committee (ERC) has trained sixteen college staff members as area coordinators.

5.6.4 Support the activities of the Stop the Hate program, Inclusivity Committee, and others.

- The Bias Incident Response Team continued to meet once a semester to discuss campus climate and potential educational campaigns to remain responsive to issues related to hate and bias prevention. We hosted Stop the Hate Training For Trainers programs in March of 2011 and received a grant from PFLAG to fund the tuition for five members of the NVC faculty and staff to attend. Another presentation is planned for September 2012.

  The Board of Trustees renewed the contract with Stop the Hate for the period of July 2012 through June 2014 to provide coordination of this program nation-wide. This contract has the potential of generating up to $20,000 in revenue annually for the college.

5.6.3 Provide training and support designed to maintain a socially and physically safe campus experience

  No update

5.6.4 Support the activities of the Stop the Hate program, Inclusivity Committee, and others

- The Associated Student of Napa Valley College sponsored a very successful Fall 2011 Diversity Speaker Series which included bringing in monthly guest speakers to speak on various societal and educational issues. Members of the Inclusivity Committee and campus community as well as Napa Valley community attended.
STRATEGY

5.7 Use technology to enhance productivity and effectiveness

Activities/Measures

5.7.1 Develop and implement a 3-year technology plan for NVC, including instructional technology

- Accomplishments from 2008 Technology Plan are under review; developed 3yr. IT Roadmap; TEC will begin work on the new Tech Master Plan (to be guided by EMP).

5.7.2 Draft, revise, and enact policies and procedures related to optimal and effective use of institutional technologies

- Developed and revised technology practices and procedures; other IT policies in RFC phase.
- The Admissions and Records office is in the process of process mapping and documenting all of the current Datatel processes in preparation for the consulting analysts who will assist with the review and re-configuration of system processes to improve efficiency and effectiveness.
- The Scheduling Office worked with ASNVC to develop a survey to evaluate the cost savings of not mailing the schedule of classes and the impact on enrollments.
- The Scheduling Office worked with Enrollment Management Team to evaluate the process of not mailing the schedule of classes to the community and to determine plan of action.

5.7.3 Provide trainings to teach staff to utilize Datatel capacity effectively

- The IT department provided in-person and online Datatel trainings, and training materials. Dedicated training facility needed.
- The Admissions and Records staff attended the IT-sponsored training of the implementation of the new user interface for Colleague (Datatel).

5.7.4 Explore new technologies that improve student services and instruction

- As a member of the TEC committee, the Associate Dean of Admissions and Records works with campus leadership to communicate the technology needs of the student service areas that affect A&R processes.
- As a member of Datatel CORE, the Associate Dean of Admissions and Records works with other member of the CORE group to identify areas in the system that need to be fixed.
- The SME faculty represents NVC on statewide technology committees; continues to be Statewide faculty representative to the CCC Foundation in the statewide purchase of software and continues to be faculty lead for SME/GIS Computer Lab.
- The IT department is exploring and planning student email, WebAdvisor enhancements, and portal.
- The Admissions and Records Office is exploring Datatel compatible communications software to improve campus-wide communications.
- The Admissions and Records Office is exploring the electronic transcript options and expect to have them in place by the June 2013 deadline.
- The Engineering and Physics departments have explored new technologies to improve student instruction. However, findings cannot be implemented because we do not have all the technology pieces.
- The Distance Learning Committee is looking at several new and emerging technologies that will improve student services and instruction. Blackboard and CourseSights are just two internet based services being examined.
- The Counseling Division is making use of technology for efficient Educational Plans.
5.7.5 Expand use of existing technology to increase efficiency

- The Associate Dean of Admissions and Records will be involved in the development of the institutional technology plan to ensure that the needs of the Admissions and Records processes and student needs are considered based on the results of SEM and other disconnect identification methods.
- The IT department implemented and expanded use of SharePoint, Web ui, webinars/online training, videoconferencing, Voip, and data backups. Provided conference rooms with projection and networking capabilities. Continued to train staff on creating, maintaining, and sharing departmental content including newsletters, publications, and calendars. Expanded use of collaboration tools such as Outlook calendars to facilitate scheduling of meetings.
- The IT department is working on implementing the Datatel Roadmap to provide a strong technology infrastructure, where the system is configured optimally, and the Portal is available for students.
- The Admissions and Records Office has identified several key areas of enhancement that will greatly improve departmental efficiency: instructional drops and positive attendance hours through WebAdvisor, electronic add codes, degree audit, and electronic form processing.
- The new computers in the Welcome Center and Admissions and Records lobby have improved our ability to provide students with WebAdvisor assistance and training.
- In the Engineering and Physics departments, it is very difficult to expand use of existing technologies to increase efficiency. We seriously need classrooms with all necessary technology components (permanent computer, document projector, internet access).
- The Chemistry faculty has a plan to use existing technology to improve student performance in the production of lab reports. Using newly acquired laptop computers available in the lab and computer labs available in the 1800 building, the Chemistry faculty are developing new curriculum that will teach the students how to maximize the use of software already available on most student owned computers and improve how data is analyzed and presented.
- The computer lab for the Office Administration Program was replaced in order to provide students with training on the latest software being used in the field of business and office management. (Greg)
- The Math Department has expanded its use of existing technology to increase efficiency by the use of our new Computer Classroom. This classroom will be used by our Statistics courses as well as any class that could benefit from it.
- This year, Dr. Steven Fawl was placed on the ad hoc Distance Learning Committee whose role is to develop a set of standards to be used by distance education instructors. Thus far, discussions are only in the planning stage but a set of standards is being developed. Clearly, this committee will have a role in implementing a 3 year technology plan for NVC. The DLC will draft, revise, and put into place policies and procedures related to distance learning which uses institutional technologies.

Goal 6. Resource Development

Napa Valley College will augment financial resources.

In order to achieve this goal the college will increase philanthropy from the community, develop contract education, expand fee-based education, and seek financial assistance from diverse sources.

STRATEGY
6.1 Secure additional funding from private sources through the Napa Valley College Foundation

Activities/Measures
6.1.1 Implement the Napa Valley College Foundation Strategic Plan

- Received donations amounting to $452,002.34 in FY 11-12.
- Regularized calendar of appeal communications: Friends, Legacy, alumni, scholarship, and unrestricted gifts.
- Continuation of naming campaign for NVC Performing Arts Center
• NVC Athletic Hall of Fame Induction successfully initiated as cultivation event in 2011 for support of NVC Athletics
• Planned Giving counseling: $6+ million in support anticipated in estate bequests indicated through Foundation’s planned giving activities accessed through Foundation’s participation in “Families First” project with Thompson & Associates.
• Increased Foundation’s administrative reimbursement fee to college for FY12-13 to include cost of benefits for all employee performing Foundation functions.
• Increased media outreach campaign for charitable gifts to NVC Foundation
• The SME Division continues developing ongoing partnerships with environmental industry associations
• Adopted the Foundation Strategic Plan on Feb. 22, 2012 (presented at Joint Meeting of NVC Foundation and NVC Board of Trustees)
• Foundation Strategic Plan presentations to Napa County business advocates, including Chambers of Commerce and key business stakeholders in Napa County
• NVC Alumni Association and alumni association membership campaign launched on June 15, 2012
• 70th Anniversary Celebration on campus, Party on the Plaza! (POP!) with 300+ guests in attendance

6.1.2 Annual reports by Foundation will measure success to goal completion including funding sources, funds raised and projects funded

• Audit for FY10-11 completed.
• Data for fundraising events and giving campaigns for FY11-12 actively tracked to facilitate production of Annual Report for FY11-12.
• All financial data for fundraising events and giving campaigns regularly reported to NVC Foundation director at designated committee and board of directors levels.

STRATEGY
6.2 Develop partnerships with business and industry that provides specialized, fee-based training for their employees

Activities/Measures
6.2.1 Implement plan for Institute for Business Excellence.

• Upper Valley Campus/Institute for Business Excellence (UVC/IBx) plan has been implemented. Centers are conducting activities, Center liaisons meeting regularly and contracts being generated.

6.2.2 Enhance partnerships (Workforce Investment Board, Adult School, businesses, industry, etc.)

• The SME Division continues to develop partnerships by serving on Advisory Board of LMID, attending Statewide WIB meetings, and Statewide Advisory Lead for Agriculture, Water and Environmental Technology.
• UVC/IBx: ongoing.

6.2.3 Evaluate the success of Institute for Business Excellence programs.

• UVC/IBx: ongoing. Currently, evaluations are done on a training delivery basis.
STRATEGY
6.3 Sponsor fee-based courses to meet community needs

Activities/Measures
6.3.1 Promote personal development and community services classes as the Center for Life-Long Learning to improve marketing strategies

- Upper Valley Campus (UVC): ongoing. Program activity tracked to monitor enrollment levels, expenses (instructors, materials, etc) and measure % of retained revenues. Program activity tracked by semester.
- Fee based courses were offered in physical education in a variety of forms including swimming, water polo, water exercise, yoga, tennis, and strength and fitness.
- The SME Division continues to develop contract based courses in EH&S.

STRATEGY
6.4 Seek federal, state, and foundation funding, including Hispanic Serving Institution grants

Activities/Measures
6.4.1 Submit proposals to support college goals

- Admissions and Records submitted a proposal for a grant to fund the implementation of electronic transcripts and will be working toward completing this by June 30, 2013.
- The Chemistry Faculty is available to help with the writing and submission of proposals that support college goals. We have added our support and advice to funded proposals in the past and have written and received grant funding for projects within Chemistry. We expect to continue supporting these projects and proposals.
- The SME Division received a $300,000 of EWD Leadership grants for statewide curriculum projects.

6.4.2 Provide grant writing workshops and activities for faculty and staff

No update

6.4.3 Report number of proposals submitted each year

No update

6.4.4 Report total grant funds secured each year including funding source, funds secured and projects funded

No update

STRATEGY
6.5 Generate revenue or reduce costs by more efficient use of physical resources.

Activities/Measures
6.5.1 Evaluate current fee structure for outside users and compare with other districts and facilities

- The Facilities department compared the NVC fee structure for outside users of college facilities with neighboring districts and updated the fee structure effective September, 2011.
• Together with the Vice President of Student Services and other college administrators, the Associate Dean of Admissions and Records is exploring the possibility of increasing enrollment of international students over the summer term.
• The SME Division will evaluate a lab fee for field trips.

6.5.2 Evaluate and make recommendations for scheduling of in-house events to minimize overtime costs

• This is ongoing in the Facilities Department. Staff has made recommendations through various avenues including budget blogs, staff assessments and budget rubrics.

6.5.3 Maximize solar production by additional cleaning of panels

• The level of staffing in the Facilities department did not allow and additional washing of the panels this year. Additional calculations based on time of panel washing indicate that a single panel washing in either the last week of June or the first week of July will maximize the impact.
• The Facilities department staff is also exploring a possible relationship with a Napa Unified School District community service class that requires students to do “green” projects.
• Athletic events and support staff are coordinated in order to eliminate overtime for the support staff.
• The Chemistry faculty will make a point of helping with the cleaning of the solar panels at the soonest opportunity.

STRATEGY
6.6 Pursue activities on renewable energy and sustainable resource management that generate income or reduce costs.

Activities/Measures
6.6.1 Identify and implement options to reduce utility costs through energy management and digital control

• Energy Management programming and scheduling has been adjusted for the greatest reduction in lighting costs. Hours of operation were minimized during the summer session to realize additional savings. Reduction in building operation for the 100 building resulted in approximately $2,000 savings in electrical costs during the 8 week session. This reduced operational hours during the summer also reduced the number of hours the main chillers ran to make ice for the campus cooling system.

LED lighting is being tested in one classroom and plans for expanding in other locations would result in electrical savings. As this is on-going, we do not have the completed analysis for savings estimates.

The district had a long term agreement for purchasing natural gas from the Department of General Services for the main gas meter. Beginning in July of 2012, the district entered into an agreement with SPURR to purchase natural gas for our smaller meters not included on the main meter. There has been an historical savings trend with this group purchasing.

• The SME Division developed ENVS 115, Energy, Environment and Sustainability and a Certificate in Environmental Sciences.

6.6.2 Support activities that encourage sustainability and ecologically sound practices

• The Facilities department has been investigating an opportunity to participate in a composting program with Napa Recycling and Waste Services. Paper towels from restrooms in the LLRC building will be collected and added to the food waste recycling collected by NRWS from local restaurants. We will begin on a small scale in September, 2012. A successful outcome would result in further expansion on campus.
• Facilities staff worked with custodial supplies to reduce costs of supplies. Through the process paper products were selected that have reduced packaging and include recycled content.
• The Admissions and Records office is working toward more electronic processes to decrease the amount of paper generated and processed by the Admissions and Records office.